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Objectives were to propose, initiate, evaluate and identify limitations of a program providing educational services to educable mentally retarded children in regular classrooms; and to develop a procedure for educating such children in sparsely populated rural areas. The two-year study included 41 children from grades one through six. Methods were devised to identify and select educable students. The program developed provided a specialist to counsel parents, to plan with and train teachers and to work with local and state agencies developing individualized programs for each child in the experimental group. Because it was found that the incidence of educable mental retardation in the first six grades of public schools was 1.5 percent, the results generally indicated that the program was not practical. Positive indications for further studies of this sort were found in the area of academic achievement and in teacher opinion polls.

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THE EDUCATION OF EDUCABLE MENTALLY RETARDED CHILDREN IN SPARSELY POPULATED RURAL AREAS

Cooperative Research Project No. 055

ED001330

Marguerite Thorsell

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Kansas State Department of Public Instruction
Topeka, Kansas

AN EVALUATION OF A PLANNED PROGRAM FOR EDUCATING EDUCABLE MENTALLY RETARDED IN SPARSELY POPULATED RURAL AREAS

Cooperative Research Project No. 055

Marguerite Thorsell

Kansas State Department of Public Instruction
Topeka, Kansas

1963

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CHAPTER I

INTRODUCTION

Planning organized programs for educable mentally retarded children in sparsely populated rural areas is a neglected area of special education.

Status of Rural Programming in Kansas

In 1948, the U. S. Office of Education estimated that special education services were available for only 11 per cent of the children who needed them.[1] Kansas was no exception in February, 1957. Programs for retarded children in the rural areas of Kansas had not developed in desired numbers since legislative action was first taken in 1953 to make provisions for children residing in districts where sufficient numbers were not available to organize a special class.

> If the number of mentally retarded children residing in the district enrolled in a special class is less than fifteen, such special class shall not be eligible for reimbursement under this act unless the governing body of the school district maintaining the same shall receive mentally retarded children residing in other school districts in the state for enrollment and attendance in such class (until the maximum enrollment of fifteen is reached)

---

[1] U. S. Office of Education. "Statistics of Special Education for Exceptional Children." Biennial Survey of Education in the United States, 1946-1948. U. S. Department of Health, Education and Welfare, Washington, D. C., pp. 1, 3, 9.

if the school district in which such a child resides makes an application to the governing body of the school district maintaining such class for the admittance of such child and agrees to pay the receiving school tuition in an amount fixed by the governing body of the receiving school district but not to exceed $1.50 per school week.

Any school district which has maintained during a school year a special class as the same is defined in subsection (7) of section 72-5344 of the General Statutes Supplement of 1953 . . . shall be entitled to and receive reimbursement from the state according to the following schedule . . . (3) $100 additional reimbursement for each full-time nonresident pupil enrolled in the special class up to a maximum additional reimbursement for nonresident pupils of $800 per special class.

. . . .

Whenever any child is admitted to a special class maintained by a school district other than the one in which he resides, the governing body of the school district in which such child resides may pay all or part of the cost of transporting such child to and from the school attended or, in lieu of paying for transportation, may pay all or part of the cost of room and board for such child at the place where the school attended is located.

. . . .

A school district incurring such expenses with the approval of the division shall be entitled to reimbursement from the state for one-half of the actual expenses incurred but not exceeding a maximum reimbursement for transportation or maintenance in lieu of transportation of $150 per child per year.[2]

---

[2] Laws of Kansas, Secs. 72-5349, 72-5350, 72-5351, (1959 Suppl.) pp. 902-903.

In February, 1957, there were only nine classes for educable mentally retarded children in the public schools located in the western one-half of Kansas. All but one of the nine classes were located in cities of the first class. Three classes which had been organized in the region between 1952 and 1955 had been discontinued when enrollments became too small.

Indirect efforts of several kinds had been made to encourage the establishment of special classes in rural areas. The Division of Special Education staff members had met with county board of education associations and educators to discuss special classes for educable mentally retarded children. They also assisted in conducting gross screening and county testing programs to determine the need for the organization of special classes on a regional or county basis. In addition, Division staff members had served as consultants by making one or more visits to a community when administrators, teachers, or parents had requested help in planning for educable mentally retarded children enrolled in regular classrooms. On other occasions, Division staff members met with classroom teacher groups in an attempt to give practical suggestions and help. In neither case were Division staff members able to make follow-up visitations.

Johnson[3] and Martin[4] conducted studies which showed that the educable mentally retarded children enrolled in regular classrooms were rejected by their peers. These studies have given added support to educators organizing special classes for educable mentally retarded children.

However, the fact remains that in many sparsely populated rural areas of Western Kansas there are many communities in which there are not enough educable mentally retarded children to organize a special classroom on a regional or county basis. In other areas, community understanding is lacking, and a class could not be organized easily even if there were an adequate number of children.

The inescapable fact is that the education of educable mentally retarded children in the sparsely populated rural areas of Kansas is still primarily the obligation of the regular classroom teacher.

In January, 1957, the Kansas State Department of Public Instruction assigned one staff member to one-half time work in research in mental retardation. The staff member served as the investigator and the consultant in the present study. The three-year project to study the problem of providing special education services for educable mentally retarded children in sparsely populated rural areas was made possible by supplementing State Department funds with a special grant under Public Law 531.[5] Staff members at the University of Kansas served as advisors.

---

[3] G. Orville Johnson. "A Study of the Social Position of Mentally Retarded Boys." American Journal of Mental Deficiency, 52 (April, 1948) 318-330.

[4] Sister M. Aloyse Martin. "Social Acceptance and Attitude Toward School of Mentally Retarded Pupils in Regular Classes." Unpublished doctoral dissertation, University of Southern California, 1953.

The Problem

The present investigation was prepared in order to examine in more detail a proposed program for extending special education services to sparsely populated rural areas of Kansas. The plan provided for a consultant to work with classroom teachers who had educable mentally retarded children enrolled in their regular classes.

The Objectives

The objectives of the study were: (1) to propose a program for providing educational services for educable mentally retarded children in regular classrooms, (2) to initiate and evaluate the proposed program, (3) to identify the limitations of providing services to those children in regular classrooms, and (4) to develop a procedure for educating the educable mentally retarded children in sparsely populated areas.

---

[5] *Public Law*, No. 531. 83rd Cong., 2nd Sess., July 26, 1954.

Procedures of the Study

The three phases of the study were:

1. Identification and selection of educable mentally retarded children enrolled in grades one through six in regular classrooms as subjects. [See Chapter III]

2. Development of an educational program which provided for a consultant trained and experienced in regular classroom teaching as well as in the area of mental retardation, to counsel parents and to plan with classroom teachers and local and state agencies to develop individualized programs for each retarded child in the experimental group. [See Chapter V]

3. Evaluation of the program through a comparative study of the social development and academic achievement of subjects in both groups (experimental and control) and through a study of parental and teacher opinion. [See Chapters IV and VI]

CHAPTER II

REVIEW OF LITERATURE

Introduction

The mentally retarded child has been the subject of voluminous articles by both professional and lay people. Much that has been written is of a general nature; therefore, educators need to be selective when searching literature pertaining to program planning for a particular group of mentally retarded children. Only literature which paralled parts of this study or was related to the development of public-school programs for educable mentally retarded children in rural areas was felt to be pertinent.

No published studies duplicating the present study as a whole were located in 1957. The literature reviewed here pertains to the various phases of this study, which include incidence, specific learning characteristics, plans for developing programs in rural areas, and the social position of educable mentally retarded children in regular classrooms.

Related Literature

Incidence

The Psychological Clinic at Fort Hays State College attempted to secure a reliable estimate of the number of exceptional children in

Kansas, through a study directed by Reed.[1] Two methods were used: the first was a questionnaire investigation of 171 schools distributed over 52 counties in the state; the second was a testing survey in one county, which was Ellis County.

In the testing survey, each of the 2,732 pupils enrolled in grades one through eight in Ellis County was interviewed and given group mental ability and achievement tests and an individual psychological evaluation. The questionnaire results indicated that the teachers in the 171 reporting schools suspected that 1.67 per cent of the children enrolled in their classes were retarded. A higher incidence was shown in the county testing program. By using the criterion of 70 I.Q. or less, 3.59 per cent of the children were classified as retarded; while in using the criterion of 75 I.Q. or less, 6.19 per cent were found to be retarded.

Morrison,[2] school psychologist in Garden City, Kansas, reported that a thorough study had been made of grades two through eight in that city since the 1956-1957 school year. Criteria for identification were the eligibility requirements outlined by the Kansas State Department of Public Instruction.[3] During the 1959-1960 school year, Garden City schools enrolled 1,600 children in grades two through eight. There were 19 children identified as educable mentally retarded. Three of those identified later enrolled in the parochial school. Except for the three transfers, the number of retarded children enrolled in the parochial school was not known. Garden City Public Schools had an incidence of 1.19 per cent of educable mentally retarded children during the first semester of the 1959-1960 school year.

---

[1] Homer B. Reed. "The Number of Exceptional Children in Kansas." _Transactions of the Academy of Science_, Vol. 49, 1946, pp. 333-345.

[2] Hugh E. Morrison. "Psychological Report to Kansas State Department of Public Instruction." Topeka, Kansas, 1959.

Jastak and Whiteman[4] reported a study conducted by the University of Delaware to determine the prevalence of mental retardation in Delaware. All persons between the ages of 10 and 65 were studied in 1,000 families selected to represent a random sampling of the population of the state of Delaware. In summarizing the results, percentages were given through the application of different criteria. The findings derived through the application of a multiple criterion, containing test results and life history, indicated that 5 per cent were mentally retarded.

---

[3] Division of Special Education. Planning for Educable Mentally Retarded in Kansas Schools. Kansas State Department of Public Instruction, Topeka, Kansas, 1960.

[4] Joseph F. Jastak and Martin Whiteman. "The Prevalence of Mental Retardation in Delaware," The Nature and Transmission of the Genetic and Cultural Characteristics of Human Populations. Milbank Memorial Fund, New York, 1957, pp. 55-62.

The New York State Mental Health Commission contacted 103 schools, 494 physicians, and 40 private and public agencies in Onondaga County to determine the prevalence of suspected mental retardation.

> . . . in order to be as inclusive as possible responsible child-care agencies were requested to report all children under 18 years of age, and residents of Onondaga County on March 1, 1953, identified as definitely mentally retarded, or suspected of mental retardation on the basis of developmental history, poor academic performance, IQ score, or social adaptation when contrasted with their age peers.[5]

Table 1 illustrates the Commission's findings.

TABLE 1

MENTAL RETARDATION IN ONONDAGA COUNTY

Age	Percentage
Under 5	.45
5 to 9	3.94
10 to 14	7.76
15 to 19	4.49

In a discussion of the procedures employed in determining the prevalence of mental retardation, Wallin had this to say:

> The statistics widely promulgated are mere estimates from local surveys which are usually based on the distribution of the I.Q.'s of school children.

---

[5] New York State Mental Health Commission. Technological Report of the Mental Health Research Unit. New York State Department of Mental Hygiene, 1954-1955, pp. 84-127.

> Definitions of mental retardation or mental deficiency so derived are based on purely arbitrary criteria.
>
> The concept of mental retardation as now employed is particularly nebulous, vague and ill-defined. The current classifications are far less exact than the older categories and will lead to confusion rather than clarification in our thinking.
>
> Mental deficiency or retardation is not a distinct homogenous entity, but a highly complex heterogeneous condition characterized by many symptoms, many types, many undistinguishable degrees and many etiologies.[6]

Learning Characteristics

Costello[7] compared methods of teaching arithmetic to mentally retarded children with an I.Q. range from 40 to 89. Three matched pairs of children were selected as subjects. A different method of presenting arithmetic skills was outlined for the teachers in each group. The following methods were used:

1. Socialization, defined as an active experience-type activity.
2. Sensorization, defined as a method in which concreteness or realism was used.

---

[6] J. E. Wallace Wallin. "Prevalence of Mental Retardates," School and Society, 86 (February, 1958) 55-56.

[7] Helen M. Costello. "The Responses of Mentally Retarded Children to Specialized Learning Experiences in Arithmetic." Unpublished doctoral dissertation, University of Pennsylvania, 1941.

3. Verbalization, defined as the method conventionally used in the schools in which verbal description was used as a substitute for actual experience.

The best method was the socialization method, which was often equaled by, and in some cases exceeded by, the sensorization method. The poorest method was the verbalization method.

Cruickshank[8] compared the arithmetical abilities of 15 mentally retarded boys in the Wayne County Training School who had scored between 65 and 85 on one of the forms of the Stanford Revision of the Binet Intelligence Test with 15 normal boys from public schools in Birmingham, Michigan, of the same mental age. The following comparisons were made between the mentally retarded children and the normal children:

1. Immature work habits were more common among the mentally retarded.
2. The mentally retarded subjects were inferior in their ability to solve verbal and abstract problems.

---

[8] William Cruickshank. "A Comparative Study of Psychological Factors Involved in the Responses of Mentally Retarded and Normal Boys to Problems in Arithmetic." Unpublished doctoral dissertation, University of Michigan, 1946.

3. The mentally retarded subjects were less capable in understanding processes to be used in finding the solution to problems.
4. The ability of the mentally retarded subjects to solve concrete problems in each of the four fundamental operations was inferior to that of the normal subjects.
5. The mentally retarded subjects were less able to isolate needed facts from a body of given data.
6. The arithmetic vocabulary of the mentally retarded subjects was retarded.
7. The mentally retarded subjects were not as skillful in solving verbal and abstract problems as they were in solving concrete problems.
8. The mentally retarded subjects were prone to give unsuitable responses when unable to solve problems, while the normal subjects more readily admitted their inability to solve problems.
9. The mentally retarded subjects manifested knowledge equal to that of the normal subjects in their understanding of the basic skills in the fundamental operations.
10. Both the mentally retarded subjects and the normal subjects showed superior performance in addition and subtraction. Their performance was weaker in multiplication and generally inferior in division.

11. An unfamiliar setting produced no significant difference between the ability of the two groups.
12. There were no differences in methods of apprehending numbers visually between the mentally retarded subjects and the normal subjects.

Social Position

Johnson investigated the social position of mentally retarded children enrolled in regular grades in 25 classes in two communities. From the sociometric study, it was concluded that:

> (1) The mentally-handicapped children were less accepted than the typical children . . .
>
> (2) The mentally-handicapped children were more rejected than the typical children . . .
>
> (3) After dividing the mentally-handicapped group into two sub-groups (lower mentally-handicapped and upper mentally-handicapped groups) and the typical group into two sub-groups (borderline group and those children not included in one of the other groups), it was found that:
>
> (a) The acceptance scores steadily increased from group to group as the mean intelligence quotient for the groups increased . . .
>
> (b) The rejection scores steadily decreased from group to group as the mean intelligence quotient for the groups increased . . .
>
> (c) The percentage of stars steadily increased from group to group as the mean intelligence quotient for the groups increased . . .

> (d) The percentage of isolates steadily decreased from group to group as the mean intelligence quotient for the groups increased . . .
>
> (e) The percentages of rejectees for the four groups were the only ones not consistently following the apparent trend. The highest percentage of rejectees was found for the upper mentally-handicapped group, the next highest percentage for the lower mentally-handicapped group, and the lowest percentage for the group of typical children not included in one of the other three groups.
>
> (4) The mentally-handicapped children were seldom rejected because of low academic ability. The majority of the reasons given for their rejection were unacceptable behavior such as bullying, fighting, misbehaving, showing off, swearing, lying, cheating, etc., and apparent inability or desire to conform to group standards of behavior.[9]

Martin[10] conducted a study in 15 parochial schools to locate children in grades five through eight whose I. Q.'s ranged from 50 to 75. A sociometric instrument was administered to each class. All significant differences in the acceptance and rejection scores between the 145 mentally retarded children and a similar number of pupils of average and above-average mental ability were in favor of the control group.

---

[9] G. Orville Johnson. "A Study of the Social Position of Mentally Handicapped Children in the Regular Classroom." American Journal of Mental Deficiency, 55 (July, 1950), 60-89.

[10] Sister M. Aloyse Martin. "Social Acceptance and Attitude Toward School of Mentally Retarded Pupils in Regular Classes." Unpublished doctoral dissertation, University of Southern California, 1953.

The mentally retarded children were actively rejected by their peers, seemingly as a result of behavior patterns involving aggressiveness.

Organization

The State of Michigan developed standards for a Teacher Consultant in mental retardation. The Teacher Consultant was described as follows:

> The Teacher Consultant in the Type C program is a specially trained teacher of the mentally handicapped who understands child development, the characteristics of the mentally handicapped child, the instructional program for the mentally handicapped, and has skills in working individually or with groups of children and with teachers and parents. The Teacher Consultant works with the child, the teacher, the parents, the school staff, and the community.[11]

Correspondence of the Michigan State Department of Public Instruction further clarified the Type C program:

> Our Type C teacher consultant program is not a program for rural areas alone. It is our firm belief that the Type C program is the most effective way of starting a program for the mentally handicapped and that a special class program will also be needed.[12]

Williams outlined a program for the rural mentally retarded in Wisconsin, and stated:

---

[11] Michigan State Department of Public Instruction. The Michigan Program for the Education of Mentally Handicapped. Bul. No. 413 (revised), Detroit, 1958, p. 8.

[12] Letter from Miss Esther L. Belcher, Consultant, Special Education, Lansing, Michigan, to Miss Marguerite Thorsell, Project Director, Division of Special Education, Topeka, Kansas, November 6, 1959.

> . . . that it must be exceedingly flexible if it is to fit the bewildering variety of school organizations and patterns of thinking in the various communities of a whole state.
>
> . . . .
>
> Legally and financially, therefore, local control is maintained through the initiative in establishing a unit, power to contract with the teachers, and assumption of normal costs, in the form of tuition or otherwise. State coordination is attained through power of approval of a plan, certification of teachers, standards of eligibility of pupils, and reimbursement for approved plans.[13]

He further stated that centers should be established in as many regions as feasible. Wherever possible, payment of transportation should be substituted for boarding-home care. In areas where there were not enough children to establish a center, Williams recommended that special teachers be brought to the child, working out from a city center or through the county superintendent.

Melcher and Blessing[14] gave the following plan of organization for special education for rural retarded youth:

Local community groups should be contacted by the Bureau consultants, county office staff, and parents of retarded children to develop an acceptance of special classes. When a proper public attitude for special services has been developed, a county-wide survey should be conducted. The county superintendent should assume local administrative responsibility in developing cooperative arrangements between districts, contacting state staff and securing adequate housing and qualified teachers.

---

[13] Harold M. Williams. "Planning for the Rural Mentally Handicapped." American Journal of Mental Deficiency, 52 (January, 1948) 282-289.

[14] John W. Melcher and Kenneth R. Blessing. "Special Education for Rural Retarded Youth." Exceptional Children, Vol. 23, No. 5 (February, 1957) 207-210, 214.

In a seminar at the University of Wisconsin, Blessing reported:

> In urban or large city districts, sufficient numbers of retarded children are available for the development of neighborhood or special centers wherein retarded children are grouped in homogeneous classes with fairly narrow chronological age spans. These centers may be integrated within regular school buildings or may be developed solely for the mentally retarded. In a few instances, retarded children may be enrolled in regular classrooms. The regular teacher may have available the services of an itinerant specialist who furnishes assistance in the modification of the regular program to meet the slower developmental needs of the retarded.[15]

Comments Regarding Selected Literature

In 1957, no published study similar in design was located which gave the investigator assistance in organizing the present study.

---

[15] Kenneth R. Blessing, Chairman. "Statement of Policy, Education of Mentally Retarded Children and Youth." Unpublished seminar report, University of Wisconsin, p. 12.

The literature related to the organized Type C Teacher Consultant Program in Michigan and the material developed in Wisconsin gave encouragement and assistance in the organization of the teacher-consultant phase of the present study.

Studies relating to incidence of mental retardation were found to be of little or no assistance in selecting the population. As Wallin stated: "statistics widely promulgated are mere estimates from local surveys. . .definitions of mental retardation or mental deficiency are based on purely arbitrary criteria."[16] Inadequate incidence figures therefore may tend to prevent investigators from selecting a population which permits the development of sufficient controls.

Available studies in related academic areas were limited in number in 1957. The investigator and the teachers were therefore compelled to rely on generalized literature resulting from personal observations of regular teachers and special educators rather than on scientific findings.

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[16] Wallin. _op. cit._

CHAPTER III

PROCEDURE USED IN SELECTING THE POPULATION

Introduction

The population was selected from public schools located in rural areas of Kansas. Original planning provided for the selection of public school children residing within a geographic region within the western one-third of Kansas. Children residing in other areas of Kansas also participated in the study, for reasons given later. The county superintendent is the administrator of county public school programs in Kansas rural areas. For this reason the plan provided that this project be conducted on a county basis. This plan gave the investigator the assistance of the county superintendent and secretary as coordinators at the local level.

Gross Screening

A group of counties with an approximate enrollment of 4,500 children in grades one through six was chosen in order to provide an adequate selection of subjects, since the rate of educable mental retardation most frequently quoted is 2 per cent of a given population. Grade six was selected as the upper limit of the population to insure that the subjects selected for the study would remain in school at least two additional years. Kansas school children must complete eight years of school or remain in school until they are 16 years of age in compliance with compulsory school attendance laws.[1]

Eleven counties with a total enrollment of 4,500 pupils in grades one through six were selected by applying the following criteria:

1. No organized program of special education had been in effect in any school district in the county.
2. A class enrollment of 600 pupils or less was listed for grades one through six.
3. The counties selected were all located in the western one-third of the state.

Letters were sent to each of the 11 county superintendents. [See Appendix A] A general summary of the study was presented, and each was requested to reply through the return of an enclosed questionnaire. Replies were received from 10 of the 11 county superintendents. A visit was made by the investigator to the office of the one county superintendent who had failed to reply. The superintendent stated that he knew the county school situation well, and that there was no problem with retarded children.

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[1] Laws of Kansas, Sec. 72-4801, (1959 Suppl.) p. 392.

Other county superintendents from Western Kansas were asking that their counties be included in the study. Three additional counties were chosen through the application of the criteria developed for selection, bringing the total number of counties to 13.

Meetings were scheduled in each of these 13 counties during February, 1957. All school administrators and teachers of each county met with the county superintendent and the investigator, who presented the plan of the study. Emphasis was given to the values to be gained from the study and to the additional work which would be required of the participating teachers and administrators. The teachers and the administrators were also informed that it was not known at that time which counties would be selected for the experimental and the control groups. Each of the 13 county teacher groups chose to participate.

Group Mental Ability Tests

Reed[2] interviewed and gave group mental ability and achievement tests and an individual psychological evaluation to each of the 2,732 children enrolled in grades two through eight in one county in Kansas. The large population selected for the present study prohibited such an intensive evaluation of individual subjects. There was not the time nor the money to conduct interviews and to administer group achievement and individual psychological tests to all of the children.

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[2] Homer B. Reed. "The Number of Exceptional Children in Kansas." Transactions of the Academy of Science, 48 (1946) 333-345.

The Kansas State Department of Public Instruction recommended that group mental tests be used in the following manner:

> . . . All pupils attending school at the level -- elementary or secondary -- at which the special class is being organized should be given group mental tests. Tests which accent performance should be selected to avoid confusion of mental ability and reading achievement.
>
> Many good tests are available from the publishers or local test bureaus. Standardized test procedures as outlined in the manual of directions should be followed closely. Pupils with I.Q. of 80 or below on the group tests should be given individual tests.[3]

The following steps were planned for the gross screening:

1. Administering a group mental test to all children enrolled in grades one through six in the selected counties.

2. Securing the names of the children receiving an I.Q. of 80 or below on the group mental test.

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[3] Division of Special Education. Planning for Educable Mentally Retarded in Kansas Schools. Kansas State Department of Public Instruction, Topeka, Kansas, 1960, p. 9.

3. Securing the names of children who did not score low on the group mental test but who had shown indications of retardation.

The time factor and the limited budget made it necessary for the regular classroom teachers to administer and score the tests for all children enrolled in their classes. The following criteria were used in the selection of group mental tests:

1. The content of the test should accentuate performance.
2. The manual of directions should be relatively easy to follow.
3. The scoring procedures should require a minimum of time.
4. The test should be one with which many of the teachers and administrators were familiar.
5. The cost of the test should be small, and large numbers of test booklets, administrative manuals, and score sheets should be readily available at a local test bureau.

The *Otis Quick-Scoring Mental Ability Test, New Edition, Alpha Short Form As*, was selected for grades one through four, while *Beta Form Em* was selected for grades five and six. It was felt that low achievers enrolled in grades five and six would be handicapped by the reading required and by the method of marking the answer sheet for *Beta Form Em*. Therefore, the teachers who administered the test were requested to make a specific check of the accuracy of sample responses in order to increase the assurance that the method of response was understood.

The investigator met with the county superintendent, administrators, and teachers in each county to give instructions and to explain the testing program. Test forms, class record forms, and manuals of directions were distributed. Written instructions for compiling data and returning all booklets and class record forms to the State Department of Public Instruction were also provided. [See Appendix A] The county superintendents and administrators in each county developed their own testing schedule. All group tests were administered during February, March, and April of 1957. Each teacher administered, scored, and recorded the results of the tests for all children enrolled in his class.

In February, 1957, there were 281 teachers of the first six grades in the selected 13 counties. Table 2 shows that some of these teachers taught only one grade, some taught two grades, while others taught a combination of three or more grades.

The 281 teachers had a total enrollment of 5,392 children. Table 3 shows the distribution of these children by counties, and Table 4 shows their distribution by grade.

TABLE 2

CLASSROOM TEACHERS 1956-1957 SCHOOL YEAR

County	Grades																Rural	Total
	1	1-2	1-3	1-4	2	2-3	3	3-4	3-5	4	4-5	4-6	5	5-6	5-8	6	6-8		
Cheyenne	3				4		3			2			2			2		18	34
Clark	2	1			2		2	1		2			2	1		2			15
Gove	2	3	1		2		2	3		2		1	1	4	1				22
Greeley	2				2		2			2			2			2		1	13
Hodgeman	2				2		2			2			2			2		15	27
Kearny	2	1			2		2	1		2			2	1		2		4	19
Lane	3				2	1	1			2			1			1			11
Morton	3			2	3		3			3			3		2	2			21
Ness	2	3	3		2	1	1	4		2		2	1	5		1			27
Rawlins	3	3			1	2	1	1	2	1	2		1	1		1	3	21	43
Stanton	1	2			1		1	2		1			1	2		1		1	13
Wallace	3		1	1	3		1	1		1	1		1	1	1	1	1	1	18
Wichita	1			2	1		1		1	1			1		2	1	1	6	18
TOTALS	29	13	5	5	27	4	22	13	3	23	3	3	20	15	5	19	5	67	281

TABLE 3

CHILDREN IN SCREENING PROGRAM BY COUNTIES

County	Boys	Girls	Total
Cheyenne	289	270	559
Clark	192	169	361
Gove	281	293	574
Greeley	145	125	270
Hodgeman	198	188	386
Kearny	169	179	348
Lane	173	178	351
Morton	250	198	448
Ness	329	321	650
Rawlins	301	301	602
Stanton	111	145	256
Wallace	136	143	279
Wichita	174	134	308
TOTALS	2,748	2,644	5,392

TABLE 4

CHILDREN IN SCREENING PROGRAM BY GRADES

	Boys	Girls	Total
Grade 1	531	489	1,020
Grade 2	474	490	964
Grade 3	486	461	947
Grade 4	481	432	913
Grade 5	424	439	863
Grade 6	352	333	685
TOTALS	2,748	2,644	5,392

After the test booklets were received by the State Department of Public Instruction, a classroom teacher was employed to spot check each teacher's test booklets for errors in scoring.

All children scoring an I.Q. of 80 or less on the Otis group mental tests were listed as candidates for further diagnostic evaluation. Table 5 shows the 195 children who scored low on the Otis group mental tests during the initial screening.

TABLE 5

CHILDREN SCORING LOW ON OTIS GROUP TEST

	Gr. 1		Gr. 2		Gr. 3		Gr. 4		Gr. 5		Gr. 6		Total
County	B	G	B	G	B	G	B	G	B	G	B	G	
Cheyenne	4	5		1	1	2	4		1		3		21
Clark		1		1	2		2	2			1		9
Gove	5	1	4	1	6	2	2		5	1	2	1	30
Greeley	1		3			2			2		3		11
Hodgeman	1		1	2	2		1	2	1	3	1		14
Kearny		1	1		1	2	1	1		1			8
Lane	2	2	1		4		3	1				1	14
Morton	2	2	2	2	1		2	1	1			2	15
Ness	3	3	1	5	4		5	4	2		1		28
Rawlins	2				1	2		1	3			1	10
Stanton	1					1						1	3
Wallace	1	1	3		1	1	4	1	1		3	3	19
Wichita	1	3	2		2		2		1		2		13
Subtotals	23	19	18	12	25	12	26	13	17	5	16	9	195
TOTALS	42		30		37		39		22		25		195

Referrals by Administrators and Teachers

The county superintendents, administrators, and teachers were consulted during April and May of 1957 to secure the names of other children who had scored higher than 80 on the group mental ability test, but who had given indications of retardation. Parents and teachers supplied additional names of children during the organization of the summer testing clinics. The names of 10 children were added to the 195 names already on the list, making a total of 205 children scheduled for the summer clinics (Tables 6 and 7).

TABLE 6

TEACHER AND PARENT REFERRALS

County	Gr. 1		Gr. 2		Gr. 3		Gr. 4		Gr. 5		Not in Scl.	Total
	B	G	B	G	B	G	B	G	B	G	G	
Cheyenne				1								1
Clark				1			1					2
Gove		1										1
Kearny											1	1
Lane					1							1
Wallace			1	1								2
Wichita					1					1		2
TOTALS		1	1	3	2		1			1	1	10

TABLE 7

CHILDREN SCHEDULED FOR SUMMER CLINICS

County	Boys	Girls	Total
Cheyenne	13	9	22
Clark	6	5	11
Gove	24	7	31
Greeley	9	2	11
Hodgeman	7	7	14
Kearny	3	6	9
Lane	11	4	15
Morton	8	7	15
Ness	16	12	28
Rawlins	6	4	10
Stanton	1	2	3
Wallace	14	7	21
Wichita	11	4	15
TOTALS	129	76	205

Individual Psychological Evaluation

Tests used for individual testing were the *Stanford Revision of the Binet Intelligence Test, Form L,* and the *Wechsler Intelligence Scale for Children* (*Performance*). The Binet test was selected for its value in evaluating verbal performance, which is more closely associated with academic areas of learning in school. The Wechsler test was selected to secure additional knowledge concerning the child's abilities in the nonacademic area.

The initial plan stated that the gross screening would be completed by April 1, 1957, and that individual psychological testing would be conducted in each school during April and May of 1957.

Results of the group tests were not available until May in 10 of the counties, as testing schedules had been delayed by severe blizzard conditions. The delay in securing group mental test results changed the schedule for organizing the individual psychological testing clinics to June, July, and August of 1957.

The change in dates for the clinics required that parents be contacted to secure their approval before individual psychological examinations could be given to their child or children. The investigator scheduled a visit to the office of each county superintendent. At that time, names of parents and the location of their homes were obtained. The short period of time in which the individual testing program had to be completed did not permit the mailing of letters to the parents, scheduling a specific time for the conference.

Qualified school psychologists were employed during June, July, and August to administer the individual psychological examinations. With the cooperation of the county superintendents, clinics were scheduled in one or two areas in each county. County superintendents, administrators, or teachers served as voluntary assistants to the psychologist in each clinic.

The press had given state-wide coverage to the project through the newspapers and the radio. Project workers and administrators were apprehensive as to the response which would be given by parents when contacts were made to secure their permission to have their children further evaluated. At the time of the initial conference with parents, it was not known which children would be retarded. Parents were not informed that the summer clinics were being organized for the purpose of identifying retarded children. They were told that the U. S. Office of Education, the State Department of Public Instruction, the local school administration, and the county superintendent's office were concerned about the educational services being offered at the present time to children in rural areas with learning problems.

It was further explained that not over 60 children would be selected, and that it was not known at that time which children needed specific help nor which ones would be selected to participate in the study during the next two school years. There is no accurate record of the exact number of parents who asked if attempts were being made to locate mentally retarded children. In cases where reference was made to mental retardation, parents were informed more fully as to the plan of the study and of the potential ability of educable mentally retarded children.

The county superintendent in one county contacted all parents in her county. One county superintendent stated that he wanted the investigator to contact all the parents, as he felt that it was better for a person outside the county to work with parents of retarded children. In four counties, the county superintendent or school administrator made a limited number of the contacts with the parents. Conferences varied in time from 15 to 45 minutes. Time did not permit follow-up conferences. The investigator carried no credentials or other means of identification when making these contacts. The investigator made 152 parent contacts, while county superintendents and administrators made 19 parent contacts. Families with two or more children to be tested in the summer clinics made up 19 of these contacts.

As parents had received no previous information concerning the establishment of summer clinics, their first knowledge of their child's or children's being considered as a possible subject or subjects in a three-year study was at the time the investigator or county superintendent called at the home.

The investigator and the county superintendents transported 25 children to the summer clinics. All other children tested in the clinics came alone or were transported by a parent.

Of the 205 children listed for individual psychological evaluation, 171 were evaluated during the months of May, June, July, and August, 1957. Tests were later given to seven of the 34 children who had not attended the clinics. At the completion of the testing, 111 boys and 67 girls had been tested, for a total of 178 individual psychological evaluations. Individual psychological evaluations were not secured during this study for 27 of the 205 children scheduled (Tables 8 and 9).

TABLE 8

INDIVIDUAL PSYCHOLOGICAL EVALUATIONS

	Summer		Later		Final		Not Tested		Total
County	B	G	B	G	B	G	B	G	
Cheyenne	12	7			12	7	1	2	22
Clark	3	5			3	5	3		11
Gove	16	6	3		19	6	5	1	31
Greeley	7	1			7	1	2	1	11
Hodgeman	7	7			7	7			14
Kearny	2	3			2	3	1	3	9
Lane	7	4	1		8	4	3		15
Morton	7	6	1		8	6		1	15
Ness	14	11			14	11	2	1	28
Rawlins	6	4			6	4			10
Stanton	1	2			1	2			3
Wallace	12	6	1	1	13	7	1		21
Wichita	11	4			11	4			15
TOTALS	105	66	6	1	111	67	18	9	205
	171		7		178		27		205

TABLE 9

REASONS FOR NOT BEING GIVEN INDIVIDUAL PSYCHOLOGICAL EVALUATIONS

Number of Children	Reason
7	Moved out of community.
5	Parents refused.
2	Parents agreed, but did not participate.
3	At children's diagnostic clinics.
3	On vacation.
2	No transportation.
2	Placed in foster home.
1	Death in family.
2	Recent referral to other clinics. (1 cerebral palsy, 1 hard of hearing)
27 TOTAL	

Of the 27 children not tested, three boys and four girls had previously been evaluated in other clinics. The following diagnoses had been made: one boy and two girls, educable mentally retardation; one boy and one girl, borderline mental retardation (slow learning); one girl, cerebral palsy; and one boy, hard of hearing (severe). Results were not available, either through summer testing clinics or through previous referrals, for 20 of the children listed.

The Kansas State Department of Public Instruction stated that:

> Educable mentally retarded children are limited in mental ability -- I.Q. limits approximately 50 and 75 on approved psychological tests -- but they possess potential to acquire social and academic skills for becoming partially or totally self-supporting adults.[4]

In the present study, all children scoring an I.Q. between 50 and 80 on the Stanford Revision of the Binet Intelligence Scale, Form L and an I.Q. of 85 or less on the Wechsler Intelligence Scale for Children (Performance) were listed as possible subjects to be considered for further study before making final selection of subjects. During the summer clinics, two girls were identified as being trainable mentally retarded. Thus, there were 36 boys and 17 girls listed as possible subjects for the present study (Tables 10 and 11). Three of the seven children tested at a later date also met the requirements for possible subjects (Table 12). However, the three were not known to the investigator until after the subjects for the experimental groups were chosen.

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[4] Division of Special Education. Planning for Educable Mentally Retarded in Kansas Schools. Kansas State Department of Public Instruction, Topeka, Kansas, 1960, p. 13.

TABLE 10

BOYS IN WESTERN KANSAS SCORING AN I.Q. OF 80 OR LESS ON THE BINET AND 85 OR LESS ON THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (PERFORMANCE)

				Binet		W.I.S.C.
County	Boys Birthday	Test Date	C.A.	M.A.	I.Q.	Performance
Cheyenne	1. 2-7-46	7-23-57	11-6	6-10	59	62
	2. 8-31-43	7-23-57	13-11	7-8	56	74
	3. 1-6-49	7-23-57	8-6	6-8	78	75
	4. 7-6-48	7-25-57	9-1	6-1	67	82
Clark	1. 2-8-46	8-7-57	11-6	7-4	64	65
Gove	1. 4-28-48	8-1-57	9-3	6-8	72	58
	2. 5-12-46	8-19-57	11-3	6-4	56	71
	3. 8-9-49	8-19-57	8-0	5-9	72	78
	4. 12-10-49	8-20-57	7-8	5-10	76	82
	5. 10-28-45	8-2-57	11-9	Not valid		85
	6. 4-4-49	8-2-57	8-4	6-4	76	71
	7. 10-4-48	8-1-57	8-10	6-0	68	76
	8. 3-23-48	8-19-57	9-5	7-0	76	72
Greeley	1. 3-15-48	6-19-57	9-3	6-2	67	61
	2. 1-6-45	6-18-57	12-5	8-0	64	68
Hodgeman	1. 1-18-47	5-13-57	10-4	6-8	65	83
	2. 12-29-47	5-14-57	9-5	6-6	69	58
Kearny	1. 8-26-48	7-29-57	8-11	6-8	75	78
Lane	1. 9-3-47	6-26-57	9-10	7-0	71	61
	2. 9-3-48	8-28-57	8-11	6-6	73	76
Morton	1. 1-1-44	8-8-57	13-8	7-0	52	44-
	2. 6-28-49	8-8-57	8-1	5-1	63	53
Ness	1. 11-7-48	7-11-57	8-8	5-9	66	58
	2. 5-14-45	7-12-57	12-2	8-4	68	65
	3. 6-11-45	7-10-57	12-1	9-4	77	79
Rawlins	1. 5-28-49	8-13-57	8-3	6-0	73	74
	2. 3-15-47	8-13-57	10-6	6-4	60	82
Wallace	1. 10-6-48	6-12-57	8-8	6-6	75	80
	2. 6-24-44	6-13-57	13-0	8-4	64	62
	3. 9-21-46	6-12-57	10-9	7-4	68	74
	4. 8-29-44	6-12-57	12-9	9-10	77	72
Wichita	1. 12-15-45	6-19-57	11-6	8-0	70	74
	2. 1-31-45	6-20-57	12-5	7-10	63	69
	3. 4-23-48	6-20-57	9-2	7-0	76	71
	4. 3-27-48	4-10-57	9-0	6-8	74	80
	5. 11-6-44	4-10-57	12-5	8-10	71	80
TOTAL	36					

TABLE 11

GIRLS IN WESTERN KANSAS SCORING AN I.Q. OF 80 OR LESS ON THE BINET AND 85 OR LESS ON THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (PERFORMANCE)

					Binet		W.I.S.C.
County	Girls	Birthday	Test Date	C.A.	M.A.	I.Q.	Performance
Cheyenne	1.	12-12-48	7-24-57	8-7	6-8	78	64
Clark	1.	2-24-47	8-6-57	10-5	7-6	72	68
Gove	1.	9-7-48	8-2-57	8-11	6-0	67	82
	2.	9-28-48	8-19-57	8-11	6-4	71	78
	3.	2-2-47	8-20-57	10-7	7-10	74	74
Hodgeman	1.	8-30-47	5-14-57	9-9	7-6	77	80
	2.	4-23-45	5-14-57	12-1	8-10	73	85
Lane	1.	7-16-44	6-25-57	12-11	8-4	65	67
Morton	1.	3-9-44	8-8-57	13-5	9-0	68	74
Rawlins	1.	10-19-46	8-14-57	10-10	6-6	60	74
Stanton	1.	9-8-44	8-27-57	13-0	7-8	59	68
Wallace	1.	4-8-44	6-11-57	13-2	8-0	61	61
	2.	4-17-47	6-13-57	10-2	6-8	66	76
	3.	4-5-46	6-13-57	11-2	8-4	75	72
	4.	11-28-46	6-12-57	10-6	7-2	68	68
Wichita	1.	9-1-50	4-11-57	6-7	3-9	57	44-
	2.	3-1-50	6-20-57	7-4	4-9	65	72
TOTAL	17						

TABLE 12

CHILDREN TESTED LATE WHO EARNED LOW BINET AND WECHSLER SCORES

					Binet		W.I.S.C.
County	Sex	Birthday	Test Date	C.A.	M.A.	I.Q.	Performance
Gove	Boy	10-1-48	11-20-57	9-2	5-8	62	44-
	Boy	2-15-48	11-21-57	9-9	5-2	53	44-
Wallace	Girl	4-22-49	10-23-57	8-6	5-1	60	44-
TOTALS	2 boys	1 girl					3

Selection of Subjects for Experimental and Control Groups

The Kansas Plan[5] for organizing classes for educable mentally retarded children recommends that an Admissions Committee assemble information and staff each child's case to determine the value of a special class setting to meet his additional needs. The investigator met with the county superintendent and administrators in each county to form an Admissions Committee to review the educational, psychological, and social data on each subject and to establish the eligibility for the experimental and control groups of each subject in the population who had earned an I.Q. score between 50 and 80 on the *Stanford Revision of the Binet Intelligence Scale, Form L*, and an I.Q. score of 85 or less on the *Wechsler Intelligence Scale for Children (Performance)*.

The Admissions Committee in each county applied the following criteria to a sample of 53 children:

1. Select only children whose school history was indicative of failure.
2. Select only children who had not been recommended for further evaluations as a result of the findings of the psychological evaluations or school history.

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[5] *Ibid.*, p. 10.

In terms of the above, 29 boys and 15 girls were selected as possible subjects for the experimental and control groups (Table 13). Seven of the 53 children were referred for further evaluation. These seven children included those with visual, auditory, emotional, neurological, or physical impairments. This group of children was excluded as subjects since each diagnostic clinic had long waiting lists. Therefore, clinical reports would not have been available in time to give the investigator complete diagnostic information early in the 1957-1958 school year. One additional girl was identified as trainable mentally retarded, bringing the total number of trainable mentally retarded children to three who had participated in the testing program.

Of the 44 children selected as possible subjects for the study, one boy moved out of the state, one boy moved to a community with an organized special class for educable mentally retarded children, and one boy moved to another region of the state and was not located for several months as the family had left no forwarding address (*, Table 13). This left a total of 26 boys and 15 girls from which to select the subjects for the study.

TABLE 13

CHILDREN DECLARED ELIGIBLE AS SUBJECTS BY ADMISSIONS COMMITTEE

County	Boys	Girls	C.A. 9-1-57	M.A. 9-1-57	Grade	Binet I.Q.	W.I.S.C. Performance
Cheyenne	1.		11-7	6-10	5	59	62
	2.		8-8	6-9	2	78	75
	3.		14-0	7-8	6	56	74
	4.		9-2	6-2	4	67	82
		1.	8-9	6-10	3	78	64
Clark	1.		11-7	7-5	4	64	65
		1.	10-6	7-7	5	72	68
Gove	1.		8-1	5-10	1	72	78
	2.		8-5	6-5	2	76	71
	3.		8-11	6-1	2	68	76
	4.		11-4	6-4	6	56	71
	5.		7-9	5-11	2	76	82
	6.		9-5	7-0	5	74	72
		1.	9-0	6-0	3	67	82
		2.	8-11	6-4	3	71	78
		3.	10-7	7-10	4	74	74
Greeley	*1.		9-6	6-4	3	67	61
	2.		12-8	8-1	6	64	68
Hodgeman	1.		9-8	6-8	4	69	58
		1.	10-0	7-8	5	77	80
		2.	12-4	9-0	6	73	85
Kearny	1.		9-0	6-9	3	75	78
Lane	1.		10-0	7-1	3	71	61
	2.		9-0	6-6	4	73	76
		1.	13-3	8-6	7	65	67
Morton		1.	13-6	9-1	7	68	74
Ness	1.		12-4	8-5	6	68	65
	2.		12-3	9-5	6	77	79
Rawlins	1.		10-6	6-4	4	60	82
		1.	10-10	6-6	5	60	74
Stanton		1.	13-0	7-8	7	59	68
Wallace	*1.		8-11	6-8	3	75	80
	2.		13-2	8-4	7	64	62
	*3.		10-11	7-5	5	68	74
	4.		13-0	10-0	7	77	72
		1.	13-5	8-1	7	61	61
		2.	10-4	6-10	4	66	76
		3.	11-5	8-7	5	75	72
		4.	10-9	7-4	5	68	68
Wichita	1.		11-9	8-2	4	70	75
	2.		12-7	8-0	4	63	69
	3.		9-4	7-1	3	76	71
	4.		9-5	7-0	4	74	80
	5.		12-10	9-1	7	71	80
TOTALS	29	15					44

*moved before September 1, 1957

When a population of 41 was listed by the Admissions Committees, the planning committee had to make a choice from among the following alternatives: (1) discontinuing the study, (2) changing the plan to that of an exploratory study, or (3) selecting additional cases residing in other areas of Kansas. The planning committee chose to select additional cases residing in other rural areas of Kansas.

The subjects for the experimental group were to be selected from the 13 county area in Western Kansas, and the control group was to be completed by the selection of additional subjects from other rural areas throughout Kansas. Five counties located within the northwestern one fourth of Kansas had a population of 15 boys and 10 girls for a total of 25 subjects who had been declared eligible by the Admissions Committees. The population in the five counties was selected for the possible experimental group because of the heavier concentration of subjects which would facilitate the travel of the consultant (Table 14).

Identifiable characteristics for each of the two groups in Western Kansas were studied. Among the 15 boys and 10 girls in the possible experimental group, there were: (1) three boys attending eight-month schools; (2) three sibling groups, two Caucasian sisters,

TABLE 14

POPULATION IN FIVE COUNTIES FOR EXPERIMENTAL GROUP

County	Boys	Girls	C.A. 9-1-57	M.A. 9-1-57	Grade	Binet I.Q.	W.I.S.C. Performance
Cheyenne	1.		11-7	6-10	5	59	62
	2.		8-8	6-9	2	78	75
	*3.		14-0	7-8	6	56	74
	4.		9-2	6-2	4	67	82
		1.	8-9	6-10	3	78	64
Gove	1.		8-1	5-10	1	72	78
	2.		8-5	6-5	2	76	71
	3.		8-11	6-1	2	68	76
	4.		11-4	6-4	6	56	71
	5.		7-9	5-11	2	76	82
	6.		9-5	7-0	5	74	72
		1.	9-0	6-0	3	67	82
		2.	8-11	6-4	3	71	78
		3.	10-7	7-10	4	74	74
Hodgeman	1.		9-8	6-8	4	69	58
		*1.	10-0	7-8	5	77	80
		2.	12-4	9-0	6	73	85
Ness	1.		12-4	8-5	6	68	65
	2.		12-3	9-5	6	77	79
Wallace	1.		13-2	8-4	7	64	62
	*2.		13-0	10-0	7	77	72
		1.	13-5	8-1	7	61	61
		2.	10-4	6-10	4	66	76
		3.	11-5	8-7	5	75	72
		*4.	10-9	7-4	5	68	68
TOTALS	15	10					25

*moved before September 1, 1957

one Negro brother and sister, and two sisters of Spanish extraction; and (3) three Negro children, one boy and two girls. The chronological age range for this group was from 7-9 to 14-0, with a mean of 10-6; the mental age range was from 5-10 to 10-0, with a mean of 7-2; resulting in a Binet I.Q. range from 56 to 78, with a mean of 69.88. The grade range was from one to seven, with a mean of 4.4.

Among the 11 boys and five girls in the possible control group, there were: (1) two boys attending eight-month schools; and (2) two sibling groups, two Caucasian sisters and two brothers of Spanish extraction. The chronological age range was from 9-0 to 13-6, with a mean of 11-3; the mental age range was from 6-4 to 9-1, with a mean of 7-6; resulting in a Binet I.Q. range from 59 to 76, with a mean of 67.81 (Table 15).

Time did not permit additional gross screening and individual testing to identify additional subjects. Contacts were made with school psychologists and county superintendents to secure the names of children who had been identified as educable mentally retarded within the past school year. Four boys and four girls residing in the rural areas of Eastern Kansas were selected as additional subjects for the control group. The mental ages and chronological ages for this group were then adjusted as of September 1, 1957. There were then 15 boys and nine girls for a total of 24 children in the control group (Table 16).

TABLE 15

CHILDREN IN EIGHT WESTERN KANSAS COUNTIES ELIGIBLE FOR CONTROL GROUP

County	Boys	Girls	C.A. 9-1-57	M.A. 9-1-57	Grade	Binet I.Q.	W.I.S.C. Performance
Clark	1.		11-7	7-5	4	64	65
		1.	10-6	7-7	5	72	68
Greeley	1.		12-8	8-1	6	64	68
Kearny	1.		9-0	6-9	3	75	78
Lane	1.		10-0	7-1	3	71	61
	2.		9-0	6-6	4	73	76
		1.	13-3	8-6	7	65	67
Morton		1.	13-6	9-1	7	68	74
Rawlins	1.		10-6	6-4	4	60	82
		1.	10-10	6-6	5	60	74
Stanton		1.	13-0	7-8	7	59	68
Wichita	1.		11-9	8-2	4	70	75
	2.		12-7	8-0	4	63	69
	3.		9-4	7-1	3	76	71
	4.		9-5	7-0	4	74	80
	5.		12-10	9-1	7	71	80
TOTALS	11	5					16

The experimental group was completed by eliminating one boy attending eight-month school (parents had indicated they were not interested), eliminating the Negro brother and sister, and adding the girl identified in October in Wallace County (Table 12). Thus, there were 13 boys and 10 girls for a total of 23 children in the experimental group (Table 17).

Identifiable characteristics for the experimental and control groups when the teacher-consultant program began in the of 1957 were listed. The final experimental group can be described

TABLE 16

CONTROL GROUP FALL 1957

Western Kansas County	Boys	Girls	C.A. 9-1-57	M.A. 9-1-57	Grade	Binet I.Q.	W.I.S.C. Performance
Clark	1.		11-7	7-5	4	64	65
		1.	10-6	7-7	5	72	68
Greeley	1.		12-8	8-1	6	64	68
Kearny	1.		9-0	6-9	3	75	78
Lane	1.		10-0	7-1	3	71	61
	*2.		9-0	6-6	4	73	76
		*1.	13-3	8-6	7	65	67
Morton		1.	13-6	9-1	7	68	74
Rawlins	*1.		10-6	6-4	4	60	82
		1.	10-10	6-6	5	60	74
Stanton		1.	13-0	7-8	7	59	68
Wichita	1.		11-9	8-2	4	70	75
	2.		12-7	8-0	4	63	69
	3.		9-4	7-1	3	76	71
	4.		9-5	7-0	4	74	80
	*5.		12-10	9-1	7	71	80
Eastern Kansas							
Lyon	1.		9-3	7-1	3	77	80
		1.	9-8	5-6	2	57	Not meas.
		2.	8-3	6-0	1	73	85
Shawnee	1.		12-8	7-5	5	59	58
	2.		9-10	6-11	3	70	82
		1.	10-2	6-8	3	66	80
Wabaunsee	1.		12-11	9-10	4	76	83
		1.	9-8	6-6	3	67	78
TOTALS	15	9					24

*Did not complete the two-year classroom program.

TABLE 17

EXPERIMENTAL GROUP FALL 1957

Western Kansas County	Boys	Girls	C.A. 9-1-57	M.A. 9-1-57	Grade	Binet I.Q.	W.I.S.C. Performance
Cheyenne	1.		11-7	6-10	5	59	62
	2.		8-8	6-9	2	78	75
	*3.		14-0	7-8	6	56	74
	4.		9-2	6-2	4	67	82
		1.	8-9	6-10	3	78	64
Gove	1.		8-1	5-10	1	72	78
	2.		8-5	6-5	2	76	71
	3.		8-11	6-1	2	68	76
	4.		11-4	6-4	6	56	71
	5.		7-9	5-11	2	76	82
		1.	9-0	6-0	3	67	82
		2.	8-11	6-4	3	71	78
		3.	10-7	7-10	4	74	74
Hodgeman	1.		9-8	6-8	4	69	58
		*1.	10-0	7-8	5	77	80
		2.	12-4	9-0	6	73	85
Ness	1.		12-4	8-5	6	68	65
	2.		12-3	9-5	6	77	79
Wallace	1.		13-2	8-4	7	64	62
		1.	13-5	8-1	7	61	61
		2.	10-4	6-10	4	66	76
		3.	11-5	8-7	5	75	72
		**4.	8-4	5-0	2	60	Not meas.
TOTALS	13	10					23

*Did not complete the two-year classroom program.
**Subject admitted in October 1957 (Table 12).

as follows: (1) two boys were attending eight-month schools; (2) two sibling groups, two Caucasian sisters and two sisters of Spanish extraction; (3) one Negro girl; (4) chronological age range from 7-9 to 14-0, with a mean of 10-4; (5) mental age range from 5-0 to 9-5, with a mean of 7-1; (6) Binet I.Q. range from 56 to 78, with a mean of 69.04; and (7) grade range from one to seven, with a mean of 4.13 (Table 17).

2

The final control group can be described as follows: (1) two boys attending eight-month schools; (2) two sibling groups, two Caucasian brothers and two brothers of Spanish extraction; (3) one Negro boy; (4) chronological age range from 8-3 to 13-6, with a mean of 10-11; (5) mental age range from 5-6 to 9-10, with a mean of 7-4; Binet I.Q. range from 57 to 77, with a mean of 67.92; and (7) grade range from one to seven, with a mean of 4.2 (Table 16).

Of the 47 children selected as subjects in the Fall of 1957 six did not complete the two-year classroom phase of the study. In the experimental group, one boy was eliminated after he became ill and dropped from school when it was learned that he had a serious heart condition. One girl from this group was also eliminated after she had continued absences from school due to family illness and was unable to participate in the complete evaluation program (Table 17). Four subjects were eliminated from the control group for the following reasons: (1) one boy moved out of state, (2) one boy missed several months during the second school year to do part-time work, (3) one girl was transferred from the home of one relative to that of another (three homes in one school year), and (4) one boy was placed in a special reading program which was designated as a special class (Table 16).

Identifiable characteristics for the experimental and control groups completing the study in the Spring of 1959 were listed. The experimental group which consisted of 12 boys and nine girls can be described as follows: (1) two boys attending eight-month schools; (2) one sibling group, two sisters of Spanish extraction; (3) one Negro girl; (4) chronological age range from 7-9 to 13-5, with a mean of 10-3; (5) mental age range from 5-0 to 9-5, with a mean of 7-0; (6) Binet I.Q. range from 56 to 78, with a mean of 69.29; and (7) grade range from one to seven, with a mean of 4.0.

The 12 boys and eight girls in the control group completing the study in the Spring of 1959 can be described as follows: (1) one boy attending eight-month school; (2) one sibling group, two brothers of Spanish extraction; (3) one Negro boy; (4) chronological age range from 8-3 to 13-6, with a mean of 10-10; (5) mental age range from 5-6 to 9-10, with a mean of 7-4; (6) Binet I.Q. range from 57 to 77, with a mean of 68; and (7) grade range from one to seven, with a mean of 3.9.

Summary

In the Fall of 1957, there were two groups of children: (1) the experimental group with 13 boys and 10 girls, and (2) the control group with 15 boys and nine girls. At the close of the study in the spring of 1959, the experimental group had been reduced to 12 boys and nine girls while the control group had been reduced to 12 boys and eight girls. An examination of Tables 16 and 17 reveals that the groups were quite similar in terms of the mean I.Q.'s on the Binet and W.I.S.C. Thus it was concluded that two essentially equivalent groups were available for the study. These two groups constituted the subjects for the two-year study which is described in Chapters IV and V.

CHAPTER IV

PROCEDURE USED IN EVALUATING THE CLASSROOM PROGRAM

Introduction

The purpose of the evaluation program was two-fold. First, the testing program was to provide the teachers of the experimental subjects immediate information for practical purposes in educational planning. Second, the program was to yield numerical data for scientific evaluation of the classroom program which would be developed by the teachers of the experimental subjects.

Certain factors which placed limitations on the type and the amount of evaluation which could be accomplished in the study were also given consideration. The limiting factors were:

1. Although the subjects were designated as educable mentally retarded, each of the two groups was heterogeneous with respect to chronological age range and attained developmental levels.

2. The extremely low budget allowance for the study placed limitations on the staff available for the collection and the tabulation of data. Repeated efforts to supplement the original budget with state and/or federal funds resulted only in small amounts taken from the State Department of Public Instruction budgeted operating funds.

3. The scheduled date for beginning the classroom program required that evaluation instruments be selected or developed in a short period of time.

Staff members of the Division of Special Education and the University of Kansas worked cooperatively to develop the evaluation program and select the techniques. Due to the above limitations, the following conclusions were drawn to guide the planning of the staff.

1. Instruments selected or those developed should have one form which could be used to evaluate all the subjects in the study.

2. Certain selected areas would be developed rather than attempting a comprehensive evaluation.

3. Limitation of time and staff would require that evaluation instruments developed would not be used with a similar population on a trial basis prior to their use in the present study.

4. There was not ample time to permit any type of standardization of evaluation instruments developed by the staff.

5. Shortage of staff would require that the structured interview could be included only on a limited basis as a technique for collecting data.

The staff chose to develop instruments for the collection of data related to selected academic areas of learning, pupil development, parental reaction to public school education provided for their mentally retarded child, and teacher evaluation of the consultant plan. When the above limitations forced the staff to rely on the use of the questionnaire and the rating sheet for the collection of data in certain areas, they were aware that certain factors would restrict the number as well as the quality of responses received.

Among the elements which were recognized as having a possible effect on the amount and the quality of information provided through the use of the questionnaire and the rating sheet were the following:

1. Some of the raters might be unable to read or would be limited in their ability to comprehend the statements included in the printed material.

2. Parents and teachers might interpret reports as a reflection of their inadequacy.

3. Parents and teachers in their desire to give the child the benefit of the doubt might have a tendency to give a favorable report.

4. Parents and teachers might formulate an over-all opinion and thereby check individual items in relation to their total point of view rather than giving consideration to each individual item.

5. The rater might not possess information about each requested area.

6. Some areas in which information would be requested might seem inappropriate for the particular child since his present home or school environment did not provide opportunities for the experiences listed.

Academic Areas of Learning

In the academic areas of learning the staff chose to develop instruments to evaluate the performance of each subject in the functional areas of learning related to the calendar, the clock, money, and common signs. In addition, each subject was to be evaluated on his ability to give the correct answers to the combinations of the four fundamental processes in arithmetic.

Because of the wide chronological age range of the subjects, the geographic location of each subject, and the fact that the specific items of the achievement tests were not to be made available to the teachers of either group of subjects, the structured interview was chosen as the method of administering the tests in the four selected functional areas of learning.

Calendar, Clock, and Money

The staff chose to attempt to measure the development of understandings and skills in applying learning as well as the acquisition of factual knowledge. An attempt was made to state levels of understanding and/or knowledge of facts to represent each developmental level required to make practical use of the calendar, the clock, and money. These levels were then arranged in what appeared to be a linear progression from the concrete knowledge of facts to the more abstract areas of practical application.

The plan permitted the development of test items suitable for the lowest levels of development as well as the higher levels of development in each of the three tests. In addition to securing quantitative scores for each subject, the teachers of the experimental subjects could be presented with the information concerning each pupil's developmental level in the teaching sequence.

The statements designating the levels on the score sheets were made available to the experimental group of teachers, but they had no knowledge of specific items under each topic or the manner in which the items were presented to the subject or scored. [See Appendix B]

Validity for the three tests was sought through curricular content. The test items were written for each developmental level in the teaching sequence.

Reliability coefficients were computed for each test by the split-half coefficient, corrected by the Spearman-Brown formula. The raw scores from the testing in the Fall of 1957 were used in computing the coefficients. The reliability coefficients were Calendar Test, .951; Clock Test, .988; Money Test, .977.

Common Signs

The development of this section of the evaluation program consisted of compiling a list of captions for signs common to the regions in which the subjects resided. Since one shape is frequently used for several signs, it was decided that each word or phrase would be presented on a white card with capital letters done in black ink. It was assumed that this method of presenting the material would reduce the chance of guessing which might result from using form as a clue. [See Appendix B]

The original test made provision for checking comprehension of selected words or phrases from common signs. However, this phase of the evaluation program was discontinued in the Fall of 1957, since one examiner did not include it as a part of the evaluation when the battery of academic tests was being administered.

Pupil Development

The staff chose to develop a rating sheet, "Pupil Development Inventory, " for securing information concerning each pupil's development in areas of self-help, social skills, and acceptance of responsibility. Under each of the three sections, they prepared a set of tasks which were to be checked individually on a four-point scale. Provision was also made for the rater to omit tasks which they had no opportunity to observe. This was accomplished by providing one section which could be checked as "not applicable". [See Appendix B]

Since there was not time for trial administration of the rating sheets, five staff members did individual and group editing of statements. In addition, two secretaries also read the statements and made comments to an individual staff member who was available to check all statements which they had questioned for clarity of meaning.

Because of the limited number of individuals having direct contact with each subject, it was necessary that only two raters check each individual child. The classroom teachers who had one of the subjects enrolled in the regular classroom and the parents were selected as individuals who would have opportunities to provide the most complete information concerning the child's development.

Parental Opinion

Two rating sheets, "What Do You Think About the Public Elementary Schools Your Child Has Attended" and "What Do You Think About the Public Elementary School Your Child Has Attended This Year, " were developed to secure data related to parental reaction to previous school experiences of their retarded child as well as their reactions to the child's school experience during each year of the experimental program. The rating sheets were prepared to represent a set of 14 interview questions which were marked by the parents of the experimental and the control subjects on a four-point scale. In addition, a space was included which permitted the parents to check "not applicable" if they did not choose to respond. The editing procedure described in the pupil development section was also used in the development of these rating sheets. [See Appendix B]

Teacher Opinion

A questionnaire, "Teacher Opinion of the Consultant Plan," was prepared with 14 interview questions related to the consultant plan. Each teacher having one of the experimental subjects enrolled in the regular class was asked to check each question as "yes," "no," or "undecided." [See Appendix B]

Evaluation Schedule

Teachers with valid Kansas elementary teaching certificates based on a baccalaureate degree were employed to administer the structured interview academic tests to all subjects (Table 18). Since it usually took one month to administer these tests to all subjects, the schedule was arranged to begin with the same sequence of counties each time.

The rating sheets and questionnaires were mailed with enclosed letter and self-addressed stamped envelope. If replies were not received, a second letter was sent requesting that they give consideration to supplying the requested information at their earliest convenience. [See Appendix B] This procedure of follow-up had been selected since limitations of funds and staff did not permit personal contact with each individual asked to submit data.

TABLE 18

EVALUATION SCHEDULE

Type of Evaluation	Data Received From	Method of Administration	Data Collected
Academic Calendar Clock Money Common Signs Arithmetic Combinations	Qualified Teacher Administer to All Subjects in Experimental and Control Groups	Structured Interview	Fall 1957 Spring 1958 Fall 1958 Spring 1959
Pupil Development	Parents and Teachers of Experimental and Control Subjects	Mailed Rating Sheet	Fall 1957 Spring 1958 Fall 1958 Spring 1959
Parental Reaction	Parents of Control and Experimental	Mailed Rating Sheet	Fall 1957 Spring 1958 Spring 1959
Teacher Opinion	Teachers of Experimental Subjects	Mailed Questionnaire	Spring 1958 Spring 1959

Summary

Staff from the Division of Special Education and the University of Kansas developed instruments to evaluate the two-year classroom program. The areas chosen for the collection of data were selected academic areas of learning, pupil development, parental reaction, and teacher evaluation of the consultant plan.

CHAPTER V

TEACHER-CONSULTANT PLAN

Introduction

In a discussion concerning the retarded child in the regular classroom, Wallin stated that:

> It is extremely important that the regular grade teacher become imbued with this idea of service for the handicapped. It is easy to understand why she may not feel any obligation to such children in her class. She often has far too many pupils and she is under pressure to keep up with the academic tempo. Furthermore, she may be annoyed by the presence of such a child because he clogs the machinery of her class or is restless, inattentive, and disorderly. She may feel frustrated because she does not know what to do for him. She may even consider that he is not worth educating, view him with aversion or contempt, and neglect him. This attitude is particularly unfortunate, because society has decreed that these children have a right to an education and are worth educating, and the compulsory attendance statutes apply to them. The child, of course, is completely at the mercy of the system; he has been assigned to a classroom and is powerless to do anything about it. He is wholly dependent on the good graces of the regular grade teacher.
>
> . . . .
>
> The corollary of this principle of pupil rights is the doctrine that the teacher also has rights that should be recognized and respected by the administration. Among these is the right to every possible aid in her attempt to understand each child such as the results of physical, educational, psychological, and psychiatric examinations and personal and family history investigations . . . obtaining the data is a wholly different matter . . .

the fact is that the results of such examinations are not available in many school systems.[1]

A plan which would provide a basis by which pupils' rights and teachers' rights are both maintained would seem to allow an optimal situation in meeting the needs of the educable mentally retarded child who must remain in the regular classroom. Specific professional consultation which then provides the specific information about the individual child's functional status, and also provides instruction in the techniques and methods by which the teacher can attempt to meet the child's needs, would appear to create a situation in which both the child and the teacher might more closely approach their full potential.

General Plan of the Consultant Program

The present study utilized the services of a consultant trained and experienced in elementary education and mental retardation to work with each teacher who had one of the subjects in the experimental group enrolled in his regular classroom. Because of travel distances, the consultant's visits to each community having one or more of the subjects from the experimental group were scheduled only once a month after the initial meeting with teachers and administrators in the Fall of 1957. The major objective of the consultant plan as outlined in the present study was to help the educable mentally retarded child in the regular classroom by providing the teacher with additional data and by assisting the teacher to plan wisely and to budget time carefully. Although the consultant placed major emphasis on helping the regular classroom teacher, conferences with the child, the parents, the school staff, and the community agencies and civic clubs were scheduled to develop mutual understanding and cooperation.

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[1] J. E. Wallace Wallin. Education of Mentally Handicapped Children. Harper & Brothers, New York, 1955, pp. 384-388.

The Michigan Type C Program stated that:

> Children with similar needs meet together in small groups to work on problems of acceptance by the group to build a background of fact and information which seems needed to participate in specific activities to help with academic problems.[2]

Factors which influenced the development of the plan for the present study, in which the consultant placed major emphasis on helping the regular classroom teacher, were:

1. Many schools had only one educable mentally retarded child enrolled.

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[2] Michigan State Department of Public Instruction. The Michigan Program for the Education of Mentally Handicapped, Bul. No. 413. Michigan State Department of Public Instruction, Detroit, Michigan, 1958, pp. 8-9.

2. In cases where two or three educable mentally retarded children were enrolled in a given school, there frequently were wide variations in age, achievement, and interests.

It should be understood that the consultant program was developed and conducted under field conditions and cannot be considered as an "ideal program." Rather, it was an actual program which was developed to provide more help to the classroom teachers in sparsely populated rural areas in Kansas.

The Consultant and the Classroom Teacher

There were two groups of teachers with whom the consultant had contact during the 1957-1958 and the 1958-1959 school years; the teachers of the experimental group and those of the control group.

The consultant made all test results available to the teachers of the experimental group and scheduled regular monthly meetings to discuss the work being done in the regular classrooms and to offer suggestions for future planning.

The teachers of the control group and the county superintendents were informed by letter from the consultant that the child was mentally retarded. Results of the individual psychological evaluations were distributed through the county superintendents' offices and were available to the teachers. No regular meetings were scheduled with the control teachers, but the consultant visited each school at least once each school year to answer questions concerning the general organization and the objectives of the study. No specific helps were given the teachers, and they did not know the areas which were covered by the academic tests.

In Issues in Curriculum Development, it was stated that:

> Despite recent developments in multiple types of teaching-learning materials, both of a formal and informal variety, 'printed materials, especially in the form of textbooks, continue to be the core of instructional materials in this country.'[3]

In the preliminary planning, it was agreed that a plan to initiate a program giving consultative help in actual teaching situations should be organized with consideration for current practices in classroom organization and selection of materials. It was felt that classroom teachers who relied on "printed materials" and formal instruction periods for each subject would be more receptive to a plan of organization which permitted them to make variations in their present plan of organization and selection of content. Thus, a plan requiring a complete reorganization was not used.

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[3] Issues in Curriculum Development, ed. by Marvin D. Alcorn and James M. Linley. World Book Co., Yonkers-on-Hudson, New York, 1959, p. 193.

It should be remembered that the 39 teachers who taught the subjects in the experimental group were those employed by local boards of education. Many of the teachers were not members of the 13 county teacher groups who met with the investigator in February, 1957, to decide whether or not the county would participate in the study. None of the teachers had taken course work in mental retardation at the beginning of the study. One teacher stated that she had enrolled in a general survey course in special education during the 1958 summer session since she knew she would have one of the subjects in her classroom during the 1958-1959 school year.

The plan of using regularly employed teachers presented variables which could not be controlled in the actual teaching conditions under which the study was conducted. The teachers varied in their amount of professional training and experience, in their community responsibilities other than teaching, and in the extra time they devoted to duties connected with teaching, such as curriculum committees, bus driving, and coaching. No attempt was made to evaluate the teachers' knowledge and/or understanding of mental retardation.

As agreed upon in preliminary meetings, the duties of the consultant in the present study were those of offering suggestions and developing discussions designed to help the teacher become more independent and more creative in his planning and to aid in observation which appeared necessary for planning, rather than prescribing a day-by-day program for each child.

Resource Needs of Regular Classroom Teachers

In developing specific resource needs for the regular classroom teachers, the investigator and advisory committee condensed requests which had been secured from the following sources:

1. Comments from regular classroom teachers directed to the Staff of the Division of Special Education serving as resource persons in general teachers' meetings prior to the present study.

2. Written requests from administrators, teachers, and parents seeking specific help for educable mentally retarded children enrolled in regular classrooms.

3. Requests from regular classroom teachers and administrators meeting with the investigator in the 13 county teacher groups during February, 1957.

4. Requests from the county superintendents, administrators, and teachers working with the investigator in the gross-screening program and in the summer clinics.

Specific resource needs outlined for the consultant program were as follows:

1. Need for specific information about the retarded child enrolled in the classroom.

2. Need for knowledge of the ways in which retarded children differ from normal children in the regular classroom groups.

3. Need for knowledge of teaching techniques which are generally accepted as desirable for mentally retarded children.

4. Need for knowledge of teaching goals for retarded children.

5. Need for knowledge of specific areas of learning which are generally emphasized in educational programs for educable mentally retarded children.

6. Need for practical help in planning.

7. Need for encouragement in their accomplishments and efforts.

Initial Planning by Consultant

Prior to the actual work with the classroom teachers, the consultant made initial preparation through the development of brief and concise outlines to aid in planning a consistent but practical approach to the problem of educating the educable mentally retarded children who had been selected as subjects for the experimental group. The content of the prepared materials was selected from information secured through the review of literature in the present study and through published curriculum guides and professional literature. Several of the outlines have since been used as a part of the "Administrative Guide" and the "Teachers' Exchange." These materials are used in the program for educable mentally retarded children in the State of Kansas.

The Kansas State Department of Public Instruction stated:

> To meet the special needs of individuals, the teacher will first have to consider characteristics common to the group. No individual will possess all the common characteristics, nor will any one characteristic likely be evident to the same degree in two children. The interaction of characteristics will influence each child's behavior and performance.
>
> Characteristics common to the educable mentally retarded which affect learning and, therefore, curriculum planning include:
>
> Inability to plan for self
> Inability to see relationships
> Learns slowly and forgets quickly
> Limited in ability to work with abstract situations
> Limited in ability to make association between
>   words and ideas (comprehension)
> Lack of originality and creativeness
> Low standards of workmanship
> Short attention span
> Slow at problem-solving, critical thinking, and
>   reaching decisions
> Slow reaction time
> Slow to recognize familiar elements in new situations
> Very local point of view

Other common characteristics which are less closely related to learning but still may affect curriculum planning include:

Prone to illness
Somewhat small in size and weight
Physical handicaps prevalent
Low tolerance for frustration and other pupils
Inclined to be over-aggressive
Lacks confidence in own ability
Delayed language development

Teaching methods generally recognized to be of value in meeting the special needs of educable mentally retarded pupils include:

Provide repetitive drill to reinforce instruction after basic concepts have been introduced through practical experiences.

Develop concepts slowly over an extended period of time.

Develop concepts within range of individual pupil's ability.

Develop concepts in sequential order.

Motivate each child by capitalizing upon his particular interests, abilities, and aptitudes.

Place emphasis on concrete essentials, yet work toward development of abstract concepts within each child's range of understanding.

Supervise pupil's work closely, but work toward greater independence.

Limit formal instruction to periods of short duration.

Use simple vocabulary.

> Accept the child as he is and develop an understanding attitude toward his behavior.[4]

The following suggestions were developed to aid the teachers in their planning:

1. Develop a plan of observation which would assist in determining levels of development of each educable mentally retarded child.

2. Determine several practical experiences which the child will need to function as independent citizens in the community as children and later as adults.

3. Determine in which regular class activities the child could participate without undue disadvantage.

4. Determine which regular class activities could be varied in such a way that related practical experiences could be planned for the educable mentally retarded child.

5. Plan seat-work for review yet prevent mechanical repetition.

6. Provide some time each day when the teacher spends a few minutes giving the educable mentally retarded child individualized instruction.

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[4] Kansas State Department of Public Instruction. Planning for Educable Mentally Retarded in Kansas Schools, An Administrative Guide. Kansas State Department of Public Instruction, Topeka, Kansas, 1960.

7. Enlist the aid of other children to provide individualized help.

8. Prepare assignments which emphasize concreteness and realism.

9. Prepare assignments which are shorter than those required of pupils enrolled in the regular grade. Increase the length of the assignments in keeping with individual pupil growth.

10. Maintain a center of interest with materials to be used by the retarded child when he has completed his assignments.

The following outline was prepared to aid teachers in collecting materials for discussion during the consultant's visits:

1. Teacher log. [See Chapter V]
2. Work samples of the pupil.
3. Sequential levels being developed.
4. Variations being made in regular assignments.
5. Pupil and parent reaction to the individual assignments.

Fall Meetings with Experimental Teachers

In October, 1957, the consultant scheduled a meeting in each of the five counties where subjects of the experimental group were enrolled. The schedules were arranged through the offices of the county superintendents, who made the initial contact with each teacher and principal. The meetings were scheduled at 4:30 p.m. in a centrally located place in the county. It was not specifically stated that principals were to attend the meetings, but principals and regular classroom teachers who had had one of the subjects enrolled in the classroom in previous years were present in all but two of the county meetings (Table 19).

TABLE 19

INITIAL MEETINGS OF CONSULTANT IN OCTOBER, 1957,
WITH COUNTY GROUPS OF TEACHERS
AND ADMINISTRATORS

		Teachers		Principals	
County	Co. Supt.	Invited	Present	Number	Present
1.	1	5	6	2	1
2.	1	9	8	5	1
3.	1	2	4	1	1
4.	1	2	3	2	1
5.	1	5	9	3	3

Each teacher was asked to bring the permanent record folder and selected work samples of the educable mentally retarded child enrolled in his class.

The consultant gave a brief review of the plan of the present study, a brief description of the educable mentally retarded as a group, and the type of program provided for educable mentally retarded children who were enrolled in special classes. The results of the individual psychological evaluations and the results of the functional skills testing program were also discussed. Those present contributed additional information which had not been secured during the summer clinics and meetings.

The prepared outlines were passed to the group, and a period of discussion followed. The teachers listed areas of learning which they considered important to the child in his daily living and which they felt would be important in helping him later as an adult.

Highly organized step-by-step instruction was stressed. A step-by-step teaching procedure on rope-jumping for young educable mentally retarded children, which had been developed for distribution to special class teachers through the "Teachers' Exchange," was used as an illustration.[5] It was suggested that teachers view each activity as a whole and that they then break it down into its smallest parts, confronting the child with only one small section, which could be mastered in a reasonably short period of time. Finally, step-by-step, they would prepare the child for the entire process. It was further emphasized that when the child was confronted with the entire process, he should be expected to handle it independently.

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[5] Division of Special Education. "Teachers' Exchange," (Mimeograph). Kansas State Department of Public Instruction, Topeka, Kansas.

A frequent comment from the group was that they did not have time to prepare a detailed list of materials for individualized assignments. The consultant suggested that each teacher prepare a separate column in the daily plan book and a work folder for the educable mentally retarded child. Individual assignments prepared in advance could then be kept in the folder, and new sheets could be added to the folder and listed in the daily plan book as the instructor evaluated assignments at the close of the day. The consultant also stressed the possibility of gradually introducing the plan of providing individualized assignments. Each teacher was asked to select one or two specific areas for the child and to prepare a separate assignment in each the following day.

The Classroom Program

Since the teachers of the experimental subjects were those employed by the local boards of education, their selection as participating teachers was determined by grade and/or class placement of the subjects. For this reason, no attempt was made to secure an objective evaluation of each teacher's knowledge and/or understanding of mental retardation, their interest and desire to provide individualized instruction, or their ability to provide help for the educable mentally retarded child. It was assumed that this procedure would promote the development of an optimal working relationship between the consultant and the regular classroom teacher.

No teacher refused to meet with the consultant or to discuss the work being done by the educable mentally retarded child in the classroom. However, observation by the consultant, work samples assembled in the student folders, and teacher logs yielded subjective information concerning variations in the type and sequence of assignments.

Because there were as many variations in instruction as there were classroom settings, detailed descriptions of instructional programs would be difficult to reproduce. Therefore, when specific examples were selected for this phase of the report an attempt was made to include material which appeared to be representative of the range of special assignments, adjustment in regular grade work, and specific recommendations made by the consultant. No attempt was made to reject items which stressed the regular classroom program and workbook lessons which were used in varying degrees. These were included since they were a part of the program developed by the regular classroom teachers.

Plan of Observation

One of the goals of the classroom program was that of providing practical help for the teacher in planning for the retarded child. As a result of past experience with teacher training programs in regular education and special education, the investigator assumed that one of the most difficult tasks confronting the classroom teacher would be that of determining levels of development in the child's classroom activities. For this reason, the consultant chose to follow an unstandardized plan of classroom observation which had been developed for students enrolled in observation and student teaching courses. [See Appendix B]

An adaptation of the plan of observation was made since it was understood that the teachers of the experimental subjects already had a heavy teaching load. Thus the observation sheet was not placed in the hands of the regular teacher but was used by the consultant when visitations were made while instruction was in progress. Later when the consultant discussed the work of the retarded child with the teacher, the observation plan was followed. The teacher and the consultant listed appropriate sequences and variations to the activities which had been observed in the classroom or the samples assembled in the individual folders.

Teacher Logs

In reporting excerpts from logs, it should be stated that they were not requested as records to be included in the final report. During the two-year period, the logs were used for support and clarification of work samples and classroom experiences which were not available for the collection kept in the folder.

Case No. 1. Girl enrolled in grade 2.

Information from the test file:

Date of test: October 23, 1957

Binet	C. A.	8-6	WISC (Performance)
	M. A.	5-1	Not established
	I. Q.	60	

Log entry: January 16, 1958

> ________has learned to put puzzles together since Christmas. Wrote numbers to 100 with some help from the teacher. Can write her last name.

Since all the puzzles in the room had been too difficult for the subject, one piece was removed from the puzzle while she was watching. She was then asked to put the piece back in the right place. After this had been done with most of the individual pieces, two pieces were removed at one time. This procedure was continued by increasing the number of pieces removed until she was able to assemble the complete puzzle. It should be noted that the teacher began this method of instruction in October.

Log entry: March 4, 1958

> She has learned to recognize a penny, nickel, and a dime. She is able to recognize that a penny is worth 1¢, a nickel is worth 5¢, and a dime worth 10¢.

The next step in the lesson was that of supplying pictures with prices attached for matching with the coins. The number of pictures and coins were increased in order that the subject would not always have an even number of pictures and coins. Another step in the sequence was that of collecting objects which usually sold in the community for a penny, a nickel, or a dime. She was then asked to match the correct coin with the objects which she could buy for that amount. Since she was to continue the study of number concepts to 10, further lessons with the three coins were also planned.

Case No. 2. Boy enrolled in grade 3.

Information from test file:

Adjusted as of September 1, 1958

Binet	C.A.	9-5	WISC (Performance)
	M.A.	6-6	I.Q. 71 (1957)
	I.Q.	76	

Log entry: November, 1958

> ________does very little correcting of capital letters for English paragraph practice. He can tell the name of people, names of months, street names, etc. that

> need to be written with capital letters. He fails to connect the rule with the written work.
>
> He tries to answer questions for reading, science, and English, but he doesn't acquire much from his textbook. We read a lot in class so he can get it from class.

The references in the above log entry were made to the content of the material in third grade textbooks and written assignments required of third grade pupils in the classroom.

Log entry: December 5, 1958

> We had word drill, time practice, and calendar work. His spelling was better and the writing neater. (Regular lesson.) He tried telling stories from pictures. He did quite well on two. He got the addition facts to 10 on the first try. He was counting a few answers but went rapidly. He named the dime, penny, and nickel but mixed their values.

The above entries represent a gradual shift from regular classroom assignments. However, one must note that the last entry was made in December. In a few months the retarded child would be assigned to another grade and possibly another teacher.

Variations in Regular Grade Work

Although no planned method of rating the type of assignments prepared for the retarded child was developed, notations made by the consultant during classroom observation and summaries of conversations with teachers provided subjective information which should be included as a part of the report.

It was noted that not all teachers did prepare individualized assignments. On occasion, a retarded child who was working on the regular class assignment would remain at the teacher's desk and work with the teacher who questioned the child on each step of the problem until the correct response had been written on the paper.

Frequently, regular teacher-made tests and standardized achievement tests administered to the regular class were also given to the retarded child. At times the teacher read the test items to the retarded child on an individual basis. However, in many instances the child took the test during the regular testing schedule.

It was during a conversation with a teacher about the large number of F's in one girl's folder, that the teacher remarked that the retarded child needed to do the assignments of the regular grade in order that her classmates would not know that she was unable to do the work. The same teacher also expressed concern about the promotion of the girl from the fourth grade to the fifth grade since fractions were a part of the regular fifth grade curriculum.

The amount and type of participation in regular class activities was not determined in this study. Excerpts from teacher logs and work samples indicate that regular grade spelling was frequently required of the retarded. Other regular grade assignments in which the subjects participated were writing of daily or unusual experiences, writing of letters, and listening to class discussion or oral reading done by other members of the class.

Case No. 3. Girl enrolled in grade 3.

Information from test file:

Adjusted as of September 1, 1957

Binet	C.A.	8-9	WISC (Performance)
	M.A.	6-10	I.Q. 64 (1957)
	I.Q.	78	

Log entry: January 6, 1958

Worked on telling time. Tells time on the hour.
Beginning to tell time on the half hour.
Finished sewing cards.
Worked on money values. (Knows the penny.)
Writing all words in cursive writing. (Regular spelling lesson.)

January 13, 1958

Finished library book, A.B.C. OF CARS AND TRUCKS
Did regular third grade spelling workbook in cursive writing.
Started writing the day of the week on each paper.
Made calendar for January.
Worked on telling time.
Started arithmetic cards with pictures.

February 10, 1958

Worked with money---not gaining much.
Stayed with penny, nickel, and dime this week.
Spelling words were all correct. Wrote three spelling sentences under direct supervision---using capital letters and periods fairly well.
Made February calendar. Seems to read calendar.
_________ takes interest in group work such as oral geography.
She doesn't offer any comment but enjoys listening.

Case No. 4. Boy enrolled in grade 7.

Information from test file:

Adjusted as of September 1, 1958

Binet	C.A.	13-3	WISC (Performance)
	M.A.	10-2	I.Q. 79 (1957)
	I.Q.	77	

The following letter was written by the retarded boy when the regular class assignment had been that of writing thank-you letters.

____________Kansas
December 29, 1958

Dear ________________,

I like the presunts you brout me. Thank you for all of them. Thank you fore the tole set that you brout me. and the gun to and also the bo and airow set.

your frind

____

In February, 1958 the subject wrote the following account of a week end trip to Wichita, Kansas.

> This weak end we went on a Saturday about 4 thurty. and (names of three people and ____________. It took about 3 howers to get to Wichita on the way we ate at Lions. and then we drove on to Wichita Went to the hospitel and then we went to the clenic after that we went to a westernt and after that we went shopeing we shope for about 2 howers. And then we went to get the car. And then we started for home. When we retched home it was exzet ll o clock. In one stor there some of them Eleveter stears.

Early lessons in the series of relating experiences in chronological order had included that of telling of a specific incident and later writing it in one statement. As the lessons progressed, the number of requested events was increased with particular emphasis being placed on chronological order. Since the above paragraph was one of the advanced lessons in the series, the subject had not given an oral report of the week end activities prior to the writing of the paragraph. This activity was later combined with letter writing since it was known that circumstances would require that the boy would spend the summer away from home with relatives in another state. It was hoped that as a result of the school experience, the subject would maintain contact with his family during the summer months.

Case No. 5. Girl enrolled in grade 6.

Information from test file:

Adjusted as of September 1, 1958

Binet	C.A.	12-5	WISC (Performance)
	M.A.	9-3	I.Q. 72 (1957)
	I.Q.	75	

When the regular sixth-grade assignment was that of working problems which required reading, the teacher would develop related problems for individual assignments for the retarded girl.

> Regular Assignment-----The sixth graders were enlarging recipes for specified groups.
>
> Special Assignment-----The recipe was given for one cup of hot chocolate. Problems were written which required that the girl work separate problems for specified groups. Additional work was required when the girl was asked to select the proper measuring cup and spoons.
>
> Regular Assignment-----The sixth graders were working problems related to making purchases and counting change.
>
> Special Assignment-----The ads from the local newspaper were used when the problems were written for the retarded girl. As the girl worked the problems, she had to search through the paper for the needed information. Additional work was provided when the girl was asked to select and count the amount of money needed for specific purchases.

Functional Learning Situations

Martens stressed the importance of selecting activities closely related to the retarded child's life as well as appeal to his interests.

> There is no better way to achieve the specific objectives of instruction..........than by permitting the child to experience day by day the growing ability to work and to play with companions; actually to prepare food and clothing for use; to spend money for necessities; and to master the skills that are needed for carrying out in reality the activities of daily life..................... Experience in daily living cannot proceed at random, nor can all experiences in living with their varying degrees of complexity be utilized at once.[6]

---

[6] Elice H. Martens. Curriculum Adjustments for the Mentally Retarded. Washington, U. S. Government Printing Office, 1950. (Office of Education Bulletin 1950 No. 2) p. 19.

In the regular classroom setting, the functional learning situations were frequently provided through the development of a sequence of individual assignments for the experimental subject as it was not always possible to relate the work of the retarded child to a total class project.

Case No. 6. Boy enrolled in grade 6.

Information from test file:

Adjusted as of September 1, 1957.

Binet	C.A.	11-4	WISC (Performance)
	M.A.	6-4	I.Q. 71 (1957)
	I.Q.	56	

During the initial conference with the parents it had been learned that the mother had helped the boy daily on regular grade assignments which he took home each night. Early in the classroom program in 1957, he had been able to complete one page of multiplication problems with two-place multipliers.

In order to relate the academic work to functional situations, the teacher chose to prepare problems relating to the purchase of feed for livestock. This area of interest was chosen since the boy had reported that he had accompanied his father on a number of occasions when large amounts of feed were being purchased.

Example:

> If one sack of feed costs $2.86, how much would you and your Dad pay for 23 sacks of feed?

The subject worked the problem by adding 286 and 23. At this time the lessons were changed to the purchase of less than five items. The subject was then required to draw the number of sacks of feed purchased and write the amount on each sack. He then added to arrive at the total cost. Later lessons introduced him to multiplication with a one place multiplier. Other assignments in the sequence required that he count the money necessary for the purchase of one item or write a check for a specified purchase.

Case No. 3. (Page 78)

Individual lessons related to the value of coins and the coin required for the purchase of a specific item were planned in school. The mother was then asked to assist the school in relating the work of the school to practical situations during shopping trips with the subject. The mother would ask the girl to purchase a particular item for her. She would then ask her to choose the correct piece of money for making the purchase.

The Consultant and Parents

The original plan of the study provided that the consultant would schedule regular conferences with the parents of children in the experimental group and conferences with the parents in the control group only if they requested further details concerning the objectives and plan of the study. Due to the demands placed on the consultant, the plan had to be altered as the study progressed. Details of the plan developed for parent conferences are discussed later in this chapter.

Parents of Experimental Subjects

In October, 1957, the consultant sent a letter to the parents of each child in the experimental group to inform them that their child had been selected as one of the group to receive special help during the next two school years. [See Appendix A] They were informed that the consultant would be available to talk with them while visiting the school which their child attended. The parents were given the dates when the consultant would be in the community and were asked to inform the school personnel if they wished to meet with the consultant either in their home or at the school. All the parents of the experimental subjects responded in favor of the initial conference. Due to conflicts resulting from previous commitments, the initial conferences with parents of the experimental subjects were not completed until the second visit of the consultant to the community.

The conferences ranged in length from thirty to forty-five minutes. During that time the consultant outlined the plan of the study and stressed the fact that the major emphasis of the program was to assist the teacher in planning more effectively and thereby provide more practical experiences for the child. The consultant also stressed the fact that assignments would place fewer demands on the child to complete the lessons in the regular grade work. Specific examples of the type of lessons which the teacher was preparing were cited.

After the initial conferences, the consultant scheduled additional meetings with the parents only as they were requested by the parents, teachers and/or administrators. As a result of the changed plans, the minimum number of parent conferences for each child was one each year.

Parents of the Control Subjects

During the initial conferences, parents had been informed that all children would not be selected to receive special instruction. They were told that if their child or children should be eligible, it was possible that they might be selected to be followed for a two-year period to determine if the work they received in regular classroom instruction was as effective as that which was given to the group in which special help was given the classroom teachers. Therefore, it was generally assumed that by giving their consent to participate in the testing program, they were giving their permission to have their child or children participate as a subject or subjects in the two-year classroom program. Since this assumption had been made, it was essential that subjects selected from other regions to complete the control group be those whose parents had previously been informed that their child was mentally retarded.

Parents as well as county superintendents and teachers were informed that the consultant would be available to talk with them to discuss the role of the control subjects in the study. No specific effort was made on the part of the consultant to meet with parents in the control group after the initial conferences. However, if parents requested a meeting with the consultant, contact was made during a visit to the community. The consultant did visit each community where control subjects were attnding school at least once each school year.

The Consultant and Community Agencies

No organized plan for making contact with community agencies and organizations was developed by the consultant. Since school administrators were often members of civic clubs, the consultant was invited as a guest speaker at noon luncheons in three of the five counties. In one county, the consultant became a regular visitor at the noon luncheons after the initial contact with the organization as a guest speaker. In addition to the noon luncheon groups, the consultant also spoke to P. T. A. groups, women's sororities, and church organizations.

During the regular visitations the consultant also worked with the appropriate community agencies to assist school personnel in making referrals to state diagnostic clinics. These referrals were those which had been recommended as a result of the 1957 clinics.

Summary

The consultant who was trained and experienced in elementary education and mental retardation scheduled monthly meetings with each classroom teacher who had one of the 21 experimental subjects enrolled in the regular classroom. Although the consultant placed major emphasis on helping the regular classroom teacher, conferences with the child, the parents, the school staff, and community agencies and civic clubs were scheduled to develop mutual understanding and cooperation.

CHAPTER VI

PRESENTATION AND ANALYSIS OF DATA

Introduction

Data collected through the use of the evaluation instruments described in Chapter IV and the group and individual psychological testing programs described in Chapter III were selected for this phase of the report.

Statistical Analysis of Academic Areas of Learning

Once the control and the experimental groups were established as outlined in Chapter III, five academic tests were administered, namely: calendar, clock, money, common signs, and arithmetic combinations.

The same tests were administered to both the control and the experimental groups in the Fall of 1957, the Spring of 1958, the Fall of 1958, and the Spring of 1959. Raw scores were recorded for each individual on each of the tests. [See Tables 32 through 41 Appendix C]

The technique of analysis of covariance was employed in the treatment of the test data in that the test scores for the Fall of 1957 were held constant in each calculation. The assumption of normality was not tested but the assumptions of homogeneity of variances and homogeneity of regression were tested and met except in two instances. In these cases the F ratios were not significant

Calendar Test

Three null hypotheses were tested as follows: the experimental and control groups did not differ in achievement on the Spring of 1958, Fall of 1958, and Spring 1959 Calendar Test with the Fall 1957 Calendar Test scores held constant. Table 20 shows the essential data for the three comparisons.

TABLE 20

ANALYSIS OF COVARIANCE
CALENDAR TEST

Comparison	d.f.	F	Probability	Adjusted Means
Spring 1958	1-38	.026	$P > .05$	Experimental=73.12 Control = 73.72
Fall 1958	1-38	1.046	$P > .05$	Experimental=79.09 Control = 75.46
Spring 1959	1-38	4.517	$.05 > P < .01$	Experimental=92.49 Control = 83.29

In terms of Table 20, one may conclude that the experimental group achieved significantly more on the 1959 Spring Calendar Test than did the control group with the Fall 1957 Calendar Test scores held constant. The F ratio was significant at the 5 per cent level.

Clock Test

Three null hypotheses were tested as follows: the experimental and the control groups did not differ in achievement on the Spring 1958, Fall 1958, and Spring 1959 Clock Test, with the Fall 1957 Clock Test scores held constant. Table 21 shows the essential data for the three comparisons.

TABLE 21

ANALYSIS OF COVARIANCE
CLOCK TEST

Comparison	d.f.	F	Probability	Adjusted Means
Spring 1958	1-38	.600	$P > .05$	Experimental=49.62 Control = 47.80
Fall 1958	1-38	2.219	$P > .05$	Experimental=55.24 Control = 50.00
Spring 1959	1-38	5.280	$.05 > P < .01$	Experimental=62.61 Control = 54.26

In terms of Table 21, one may conclude that the experimental group achieved significantly more on the Spring 1959 Clock Test than did the control group with the Fall 1957 Clock Test scores held constant. The F ratio was significant at the 5 per cent level.

Common Signs Test

Three null hypotheses were tested as follows: the experimental and the control groups did not differ in achievement on the Spring 1958, Fall 1958, and Spring 1959 Common Signs Test with the Fall 1957 Common Signs Test scores held constant. Table 22 shows the essential data for the three comparisons.

TABLE 22

ANALYSIS OF COVARIANCE
COMMON SIGNS TEST

Comparison	d.f.	F	Probability	Adjusted Means
Spring 1958	1-38	.302	$P > .05$	Experimental=23.17 Control = 22.37
Fall 1958	1-38	.385	$P > .05$	Experimental=22.53 Control = 23.54
Spring 1959	1-38	1.155	$P > .05$	Experimental=27.22 Control = 25.42

In terms of Table 22, one may conclude that the experimental group did not achieve significantly more than the control group on the three end tests with the Fall 1957 Common Signs Test scores held constant.

Money Test

Three null hypotheses were tested as follows: the experimental and control groups did not differ in achievement on the Spring 1958, Fall 1958, and Spring 1959 Money Test, with the Fall 1957 Money Test scores held constant. Table 23 shows the essential data for the three comparisons.

TABLE 23

ANALYSIS OF COVARIANCE
MONEY TEST

Comparison	d.f.	F	Probability	Adjusted Means
Spring 1958	1-38	.009	$P > .05$	Experimental=45.43 Control = 45.55
Fall 1958	1-38	.421	$P > .05$	Experimental=51.72 Control = 50.54
Spring 1959	1-38	2.047	$P > .05$	Experimental=56.38 Control = 53.81

In terms of Table 23, one may conclude that the experimental group did not achieve significantly more than the control group on the three end tests with the Fall 1957 Money Test scores held constant.

Arithmetic Combinations

Three null hypotheses were as follows: the experimental and control groups did not differ in achievement on the Spring 1958, Fall 1958, and Spring 1959 Arithmetic Combinations Test with the Fall 1957 Arithmetic Combinations Test scores held constant. Table 24 gives the essential data for the three comparisons.

TABLE 24

ANALYSIS OF COVARIANCE
ARITHMETIC COMBINATIONS TEST

Comparison	d.f.	F	Probability	Adjusted Means
Spring 1958	1-38	.158	$P > .05$	Experimental = 231.80 Control = 240.30
Fall 1958	1-38	1.719	$P > .05$	Experimental = 211.11 Control = 233.57
Spring 1959	1-38	.013	$P > .05$	Experimental = 260.49 Control = 257.97

In terms of Table 24, one may conclude that the experimental group did not achieve significantly more than the control group on the three end tests with the Fall 1957 Arithmetic Combinations Test scores held constant.

Summary of Academic Testing

Figures 1, 2, 3, 4, and 5 show the adjusted means for the experimental and control groups for the Spring of 1958, Fall of 1958, and Spring of 1959 for the five comparisons.

FIGURE I

Adjusted Means for Calendar Test

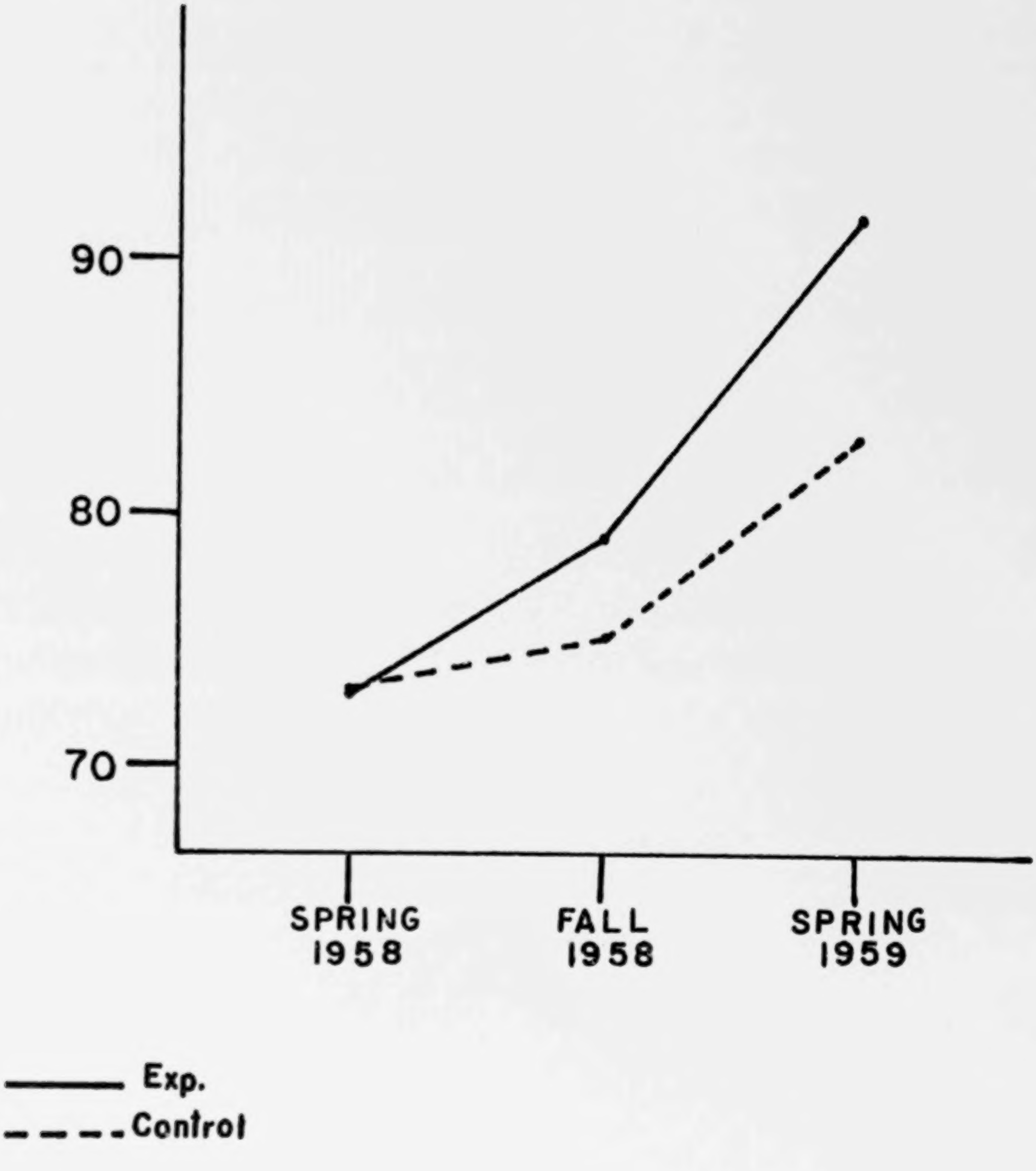
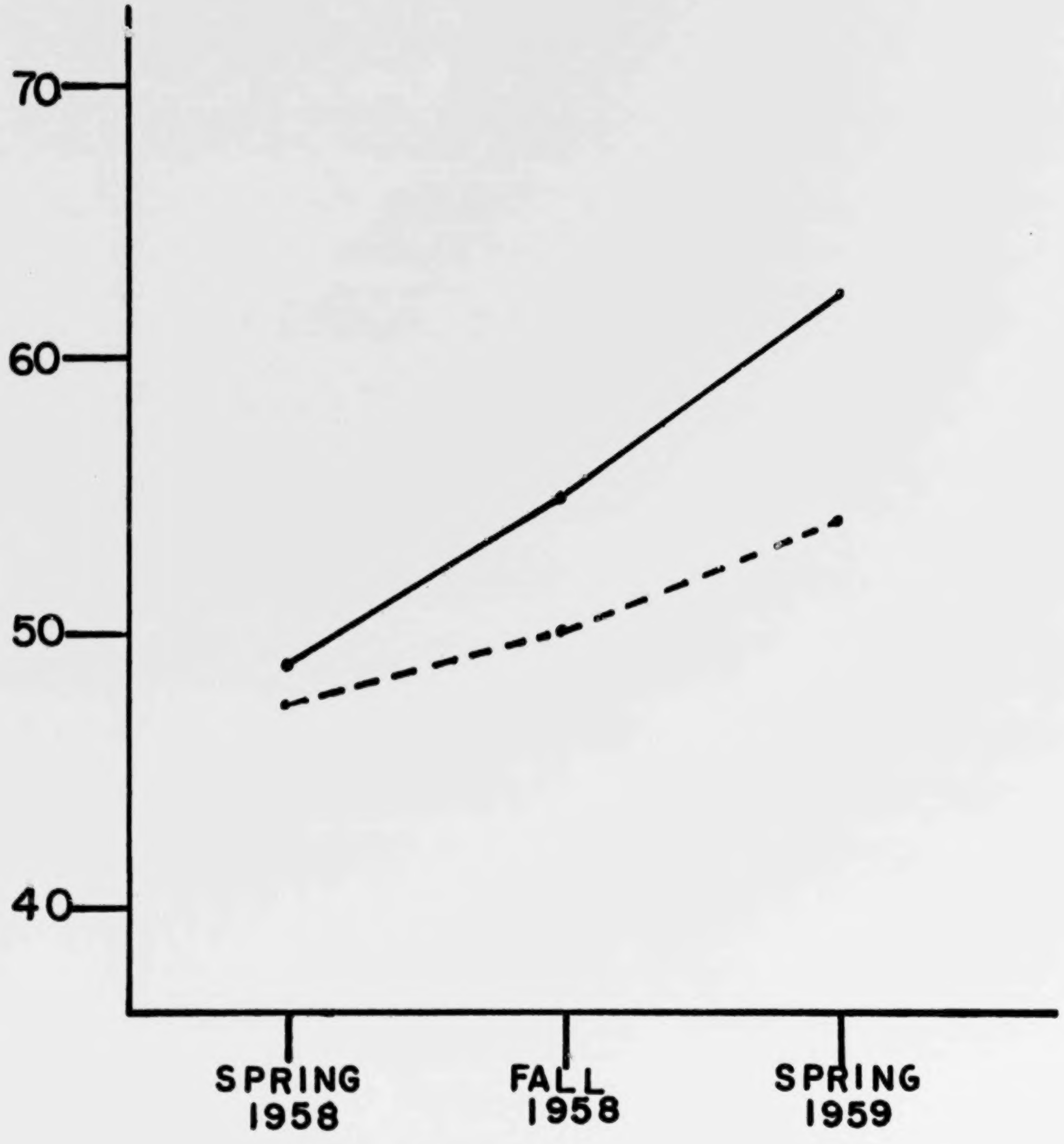


FIGURE 2

Adjusted Means for Clock Test



——— Exp.

- - - - Control

FIGURE 3

Adjusted Means for Common Signs Test

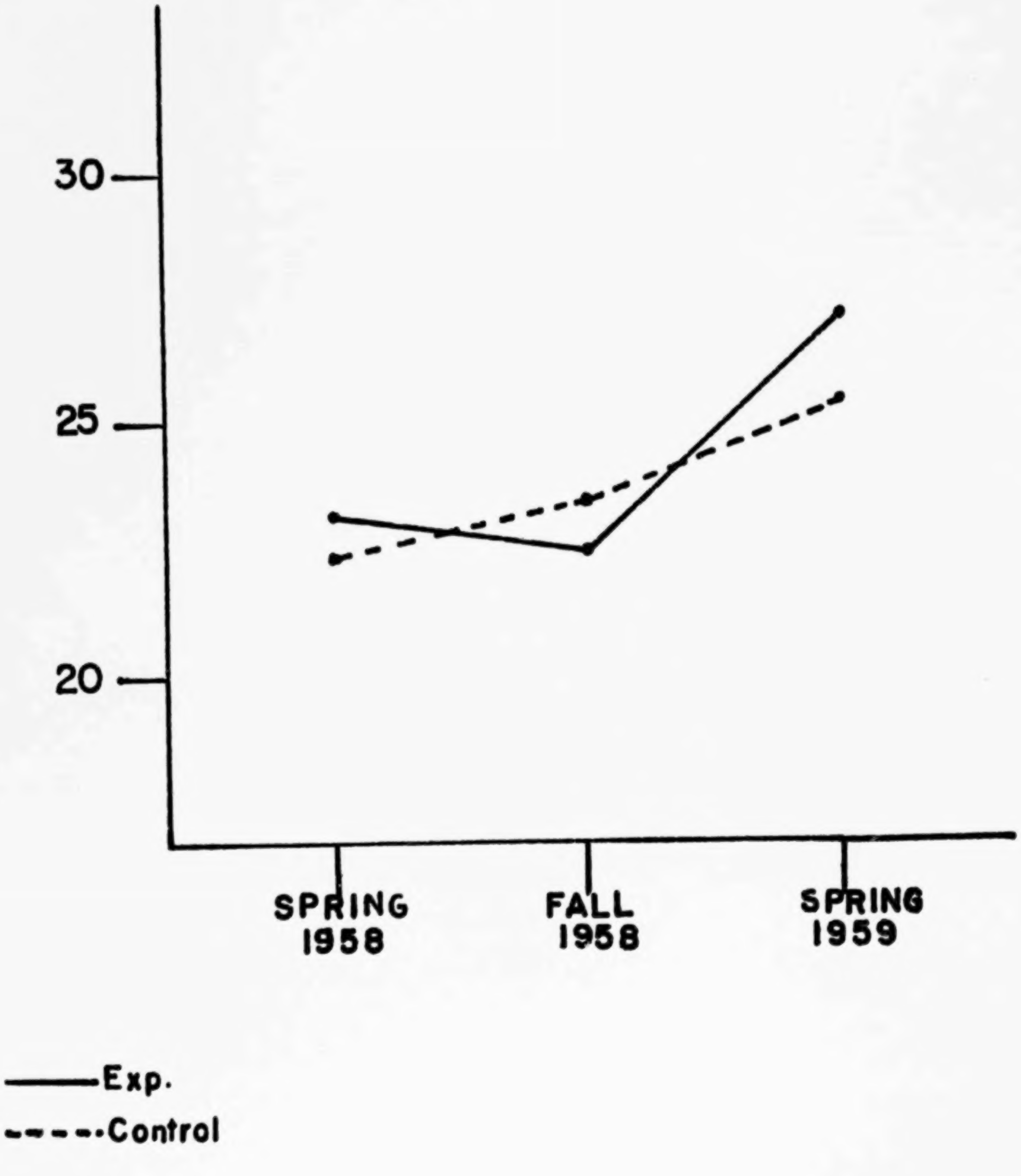


FIGURE 4

Adjusted Means for Money Test

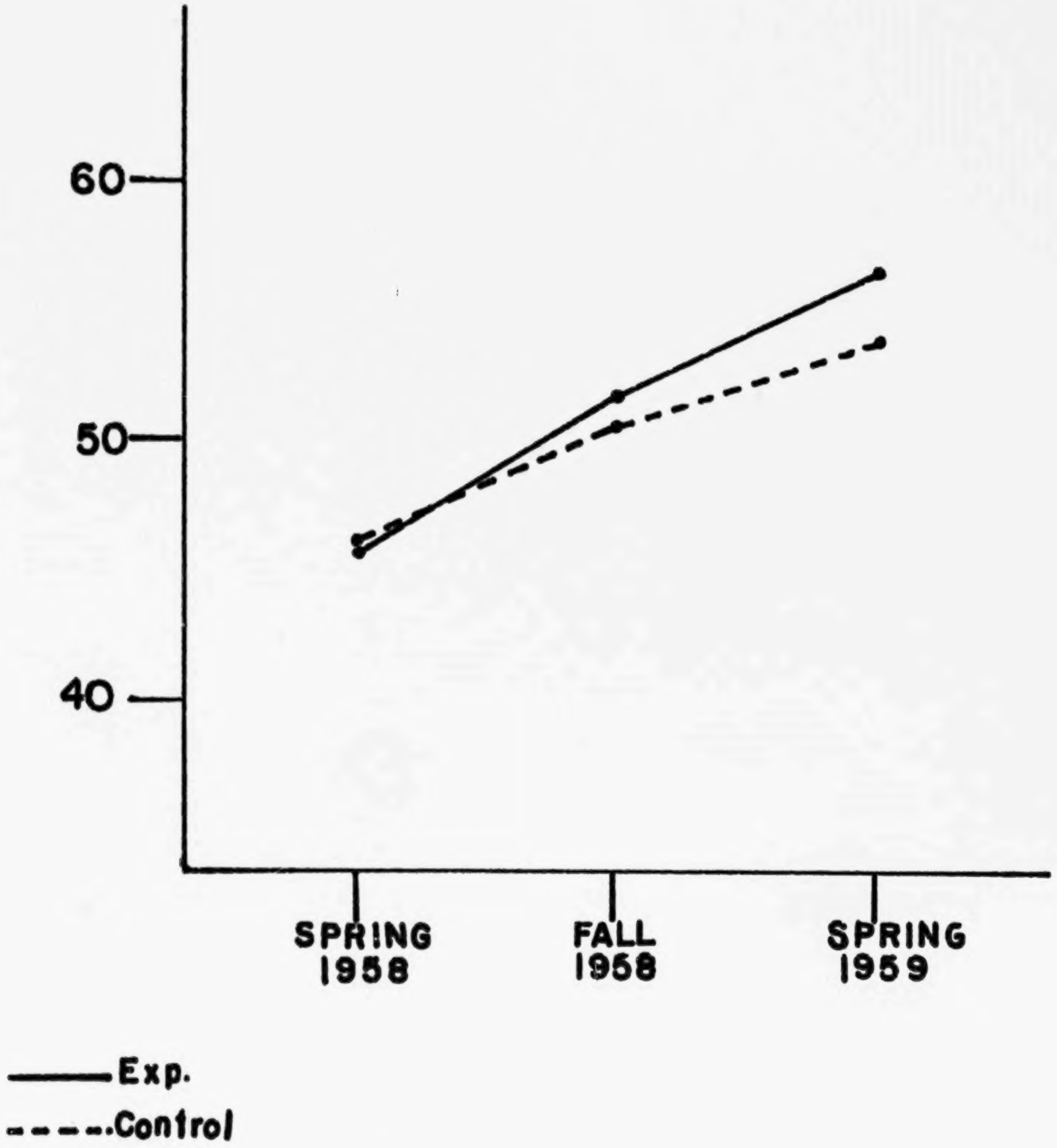
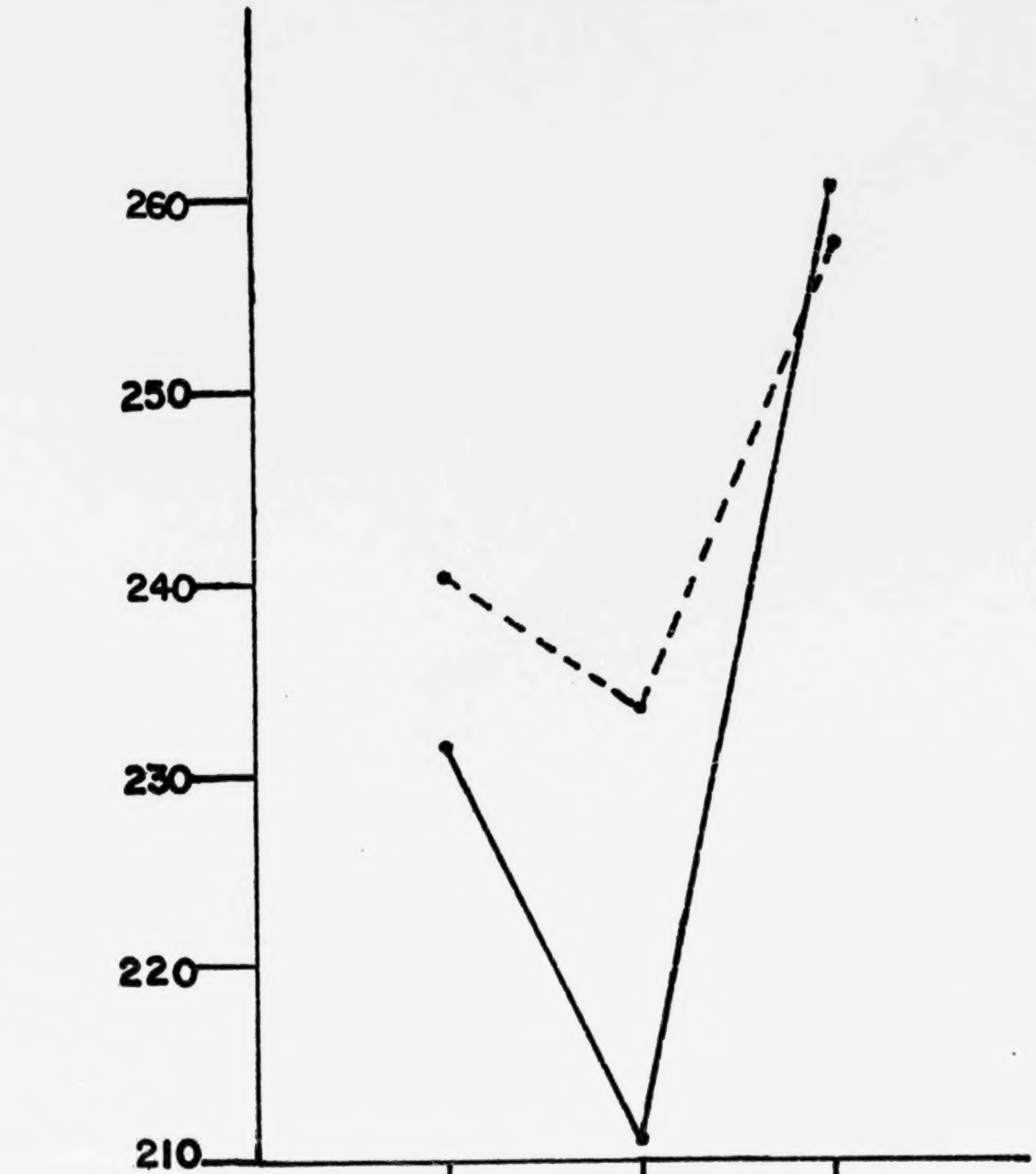


FIGURE 5

Adjusted Means for Arithmetic Combinations Test



In all five situations, the experimental group had a higher adjusted mean on the Spring of 1959 tests. On two tests, Clock and Calendar, the differences in adjusted means were significant at the 5 per cent level. It is interesting to note that on the one typical school test, Arithmetic Combinations, both groups suffered a loss during the summer period from the Spring of 1958 to the Fall of 1958. Apparently the two groups had not really learned the arithmetic combinations or that forgetting was great without the constant stimulation of the classroom situation.

Analysis of Data From Rating Sheets and Questionnaires

Because of the limited staff and the limited amount of time each worker had to devote to the project, the follow-up of mailed rating sheets and questionnaires consisted only of a second letter requesting that attention be given to the earlier request. Therefore, this phase of the evaluation program was weak because of the limited number of returns and the fact that the reporting was not always for the same subjects. Thus, a complete statistical analysis was not attempted. Summaries of the results are available in Tables 42 through 65. [See Appendix C]

Pupil Development Inventory

Tables 25 and 26 give the percentage of returns from the teachers and the parents of the experimental and the control subjects. Summaries of the results may be located in Tables 42 through 57. [See Appendix C]

TABLE 25

PUPIL DEVELOPMENT INVENTORY NUMBER AND PER CENT OF TEACHERS REPORTING

Time of Reporting	Experimental		Control	
	Number	Per cent	Number	Per cent
Fall of 1957	18	85.21	19	95
Spring of 1958	15	71.43	18	90
Fall of 1958	20	95.24	19	95
Spring of 1959	19	90.48	20	100

The teachers of the experimental subjects did not respond as well as did the teachers of the control subjects. Only in the Fall of 1958 was the response of the experimental teachers comparable to that of the control teachers.

TABLE 26

PUPIL DEVELOPMENT INVENTORY NUMBER AND PER CENT OF PARENTS REPORTING

Time of Reporting	Experimental		Control	
	Number	Per cent	Number	Per cent
Fall of 1957	16	76.19	10	50
Spring of 1958	17	80.95	8	40
Fall of 1958	19	90.48	12	60
Spring of 1959	16	76.19	8	40

The parents of the control subjects did not respond as well to the mailed rating sheets concerning pupil development as did the parents of the experimental subjects. There were instances in both groups where the parents did not check items on the rating sheet. They stated that they had supplied the requested information at an earlier date, and they saw no need the check the same items again.

Parental Opinion of Schools

Table 27 gives the percentage of returns for the questionnaires related to parental opinion of the schools. Summaries of the reporting may be located in Tables 58 through 63. [See Appendix C]

TABLE 27

PARENTAL OPINION OF SCHOOLS
NUMBER AND PER CENT OF
PARENTS REPORTING

Time of Reporting	Experimental		Control	
	Number	Per cent	Number	Per cent
Schools in the Past Fall of 1957	17	80.95	9	45
Schools Past Year Spring of 1958	17	80.95	9	45
Schools Past Year Spring of 1959	16	76.19	9	45

The percentage of returns from both the experimental and the control groups remained relatively consistent throughout the two-year period. However, it should be noted that even though the percentage of returns was consistent, the same parents were not always among the group reporting. Of the 16 parents of the experimental subjects reporting in the Spring of 1959, 12 of them were among the group of 17 reporting in the Fall of 1957. Of the nine parents reporting for the control subjects in the Spring of 1959, six had been among the group of nine reporting in the Fall of 1957.

Teacher Opinion of the Consultant Plan

Because of the limited N and the grossness of the measures tested, the Chi-square technique was employed in the treatment of the data submitted by the 37 teachers who evaluated the consultant plan. In all but three instances there were significant differences among the responses at the 1 per cent level (Table 28).

The teachers of the experimental subjects expressed their opinion regarding ways they had been helped and how the consultant plan could be strengthened.

They had been helped:

1. By knowledge of the fact that the child was retarded and by having access to the results of the psychological evaluations.

2. By talking with the consultant, and they had been able to use the suggestions of the consultant in the classroom setting.

TABLE 28

RESULTS OF TEACHER EVALUATIONS OF CONSULTANT PLAN*

	Content of Question	Responses			X^2	
		Yes	No	Undecided	df=2	Probability
1.	Helped by knowing child EMR	32	0	5	48.07	$P < .01$
2.	Helped by knowing psychological results	28	0	9	33.14	$P < .01$
3.	Helped by talking with consultant	34	0	3	57.47	$P < .01$
4.	Found valuable suggestions	30	2	5	38.33	$P < .01$
5.	Found opportunities for suggestions	32	1	4	47.42	$P < .01$
6.	Felt suggestions appropriate	36	0	1	68.18	$P < .01$
7.	Received enough help	19	9	9	5.41	$.10 > P > .05$
8.	Consultant should observe teacher	16	7	13	3.43	$.20 > P > .10$
9.	Consultant should prepare materials	23	11	3	16.44	$P < .01$
10.	Consultant should work with child	24	6	7	16.60	$P < .01$
11.	Child should have individual assignments	30	4	3	38.01	$P < .01$
12.	Possible to prepare individual assignments	19	12	6	6.87	$.05 > P > .02$
13.	Planning helped to understand regular child	26	5	6	22.76	$P < .01$
14.	Subject has potential for self-support	24	6		16.60	$P < .01$

* 37 of a possible 41 evaluations were received

3. To understand the regular child as a result of planning for the retarded child in the regular classroom.

The consultant plan could be strengthened:

1. By the consultant working more with the individual retarded child.

2. By the consultant offering more help to the regular teacher.

Although they were divided in their opinion there was some indication that they felt that the consultant should help with the preparation of materials used for individual assignments.

The teachers also expressed the following in regard to the way they viewed the educable mentally retarded child in the regular classroom.

1. They felt that the educable mentally retarded child in the regular classroom should be given individual assignments.

2. They felt that the child did have potential for self-support.

The teachers were divided in their beliefs concerning whether it is possible for the classroom teacher to prepare individual assignments for one or more retarded children in the regular classroom. Yet, the majority indicated that they felt the educable mentally retarded child in the regular classroom should receive individualized assignments rather than attempt to grasp the work of the regular grade.

The familiar quotation, "It is good, but I don't have time," might well be used to summarize the opinions of the 37 teachers who submitted evaluations for the consultant plan. It would seem that they were asking that the consultant not only become more involved in the actual preparation of materials and the instruction of the child, but that they also provide more opportunities for consultation with individual teachers. An itinerant specialist with broader duties than those of the teacher-consultant would seem to be the request of the classroom teachers.

Incidence

In the Spring and the Summer of 1957, pupils enrolled in grades one through six in 13 Western Kansas counties were screened for the purpose of identifying educable mentally retarded children. An I.Q. within the range of 50 through 80 on the *Revised Stanford Binet* and an I.Q. of 85 or less on the *Wechsler Intelligence Scale for Children* (*Performance*) were the two bases selected for the criterion of educable mental retardation.

Of the 5,392 pupils enrolled in grades one through six, 2,748 were boys and 2,644 were girls. As a result of the gross screening which consisted of the administration of *Otis Quick-Scoring Mental Ability Tests* and referrals by administrators, teachers, and parents, 205 pupils were referred for the individual psychological evaluations. Results were not available for 20 or the 205 pupils referred for the individual psychological evaluations.

Table 29 shows the number of boys and girls receiving individual psychological evaluations which met the criterion set for identification of educable mental retardation. Since the study attempted to determine the number of pupils residing in the 13 counties who would be eligible for special training in the regular classroom, no attempt was made to identify children whose homes were in the 13 county area but who were attending either a private or a state residential school.

TABLE 29

PUPILS IN 13 WESTERN KANSAS COUNTIES MEETING ESTABLISHED CRITERION FOR EDUCABLE MENTAL RETARDATION

Identified as Result of	Boys	Girls	Total
Summer Clinics	36	17	53
Fall of 1957 Testing	2	1	3
Information from Other Clinics	1	2	3
Total	39	20	59

There were 59 pupils or 1.09 per cent of the total population of 5,392 identified as educable mentally retarded. Among the 2,748 boys there were 39 or 1.42 per cent identified as educable mentally retarded. On the other hand, there were 20 girls or .08 of 1 per cent of the population of 2,644 identified as educable mentally retarded.

However, since there were 20 pupils for which individual psychological evaluations were not available, one can not correctly assume that the incidence of educable mental retardation in the 13 county area was 1.09 per cent. If one assumes that the 20 pupils who had not been evaluated would have been diagnosed as educable mentally retarded, there would have been 79 retarded children or 1.47 per cent of educable mental retardation in grades one through six in the 13 county area in Western Kansas.

The 1959 incidence report of the Garden City Public Schools which is located in the same geographic region of the State of Kansas was also lower than that usually reported in the literature. Morrison[1] reported an incidence of educable mental retardation of 1.19 per cent in the elementary schools in Garden City during the 1958-59 school year.

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[1] Hugh E. Morrison. "Psychological Report to Kansas State Department of Public Instruction." Topeka, Kansas, 1959.

CHAPTER VII

SUMMARY AND DISCUSSION

Objectives

The objectives of the study were:

1. To propose a program for providing educational services for educable mentally retarded children in regular classrooms.

2. To initiate and evaluate the proposed program.

3. To identify limitations of providing services to educable mentally retarded children in the regular classroom.

4. To develop a procedure for educating educable mentally retarded children in sparsely populated areas.

The procedure outlined to accomplish the objectives of the study were:

1. Identification and selection of educable mentally retarded children enrolled in grades one through six in regular classrooms as subjects for the experimental and control groups.

2. Development of an educational program which provided for a consultant trained and experienced in regular classroom teaching as well as in the area of mental retardation, to counsel parents and to plan with teachers and local and state agencies to develop individualized programs for each retarded child in the experimental group.

3. Evaluation of the program through a comparative study of the social development and academic achievement of subjects in both the experimental and control groups and through a study of parental and teacher opinion.

Screening for Identification of Subjects

Children enrolled in grades one through six in 13 Western Kansas counties were screened for the purpose of identifying possible subjects for the two-year classroom program. The screening program yielded the following information:

1. There were 2,748 boys and 2,644 girls enrolled in grades one through six for a total of 5,392 children in the gross screening program.

2. There were 205 children referred for individual psychological evaluations as a result of the gross screening which consisted of the administration of *Otis Quick-Scoring Mental Ability Tests* and referrals by teachers, administrators, and parents.

3. Results of individual psychological evaluations were available for all but 20 of the 205 children referred as a result of the gross screening program.

4. Of those for which individual psychological evaluations were available, 59 or 1.09 per cent of the 5,392 children received an I.Q. on the *Revised Stanford Binet* within the 50 to 80 range and in addition received an I.Q. of less than 85 on the *Wechsler Intelligence Scale for Children (Performance)*.

5. Among the 59 children identified as possible subjects, there were 39 boys and 20 girls.

Since the study was conducted under field conditions, those children recommended for further evaluation due to an accompanying handicap were dropped from the list of possible subjects. These children were referred to diagnostic clinics for further evaluations and recommendations to aid educational planning. All diagnostic clinics had long waiting lists and information from the clinics would not have been available early in the study.

The Classroom Program

Two groups selected on the basis of homogeneity of group characteristics became the experimental and the control groups for the two-year classroom program. In the Fall of 1957, the experimental group consisted of 23 subjects residing in a five-county area in Northwest Kansas. The control group consisted of 16 subjects from eight counties in Western Kansas and eight subjects from rural areas in three Eastern Kansas counties. At the close of the two-year classroom program, the experimental group had been reduced to 21 subjects while the control group had been reduced to 20 subjects.

The two-year classroom program was under the direction of a consultant who worked with each teacher who had one of the experimental subjects enrolled in his regular classroom. Thus, the major objective was to help the educable mentally retarded child in the regular classroom by providing the teacher with additional data and by assisting the teacher to plan wisely and to budget time carefully. An attempt was made to assist individual teachers in developing a step-by-step instructional program through the development of assignments in a linear progression from the concrete knowledge of facts to the more abstract areas of practical application.

Because of travel distances, the consultant visited each community having one or more of the subjects from the experimental group once each month during the two-year period. Although the consultant placed major emphasis on helping the regular classroom teacher, conferences with the child, the parents and the school staff, and visits to community and civic clubs were scheduled to develop mutual understanding and cooperation.

Evaluation

The evaluation was based on data obtained from academic achievement tests, rating sheets on pupil development and parental opinion, and questionnaires relating to teacher opinion.

Academic Achievement

Results were available in five areas of the academic testing program, namely calendar, clock, money, common signs, and arithmetic combinations. The same tests were administered to both the experimental and control groups in the Fall of 1957, the Spring of 1958, the Fall of 1958, and the Spring of 1959.

Pupil Development

The teachers and parents were asked to check a rating sheet, "Pupil Development Inventory," developed for the collection of data relating to each pupil's development in areas of self-help, social skills, and acceptance of responsibility. The mailed rating sheets were sent to teachers and parents of both the experimental and control groups in the Fall of 1957, the Spring of 1958, the Fall of 1958, and the Spring of 1959.

Parental Opinion

In the Fall of 1957, parents of each subject in both the experimental and control groups were asked to check a mailed rating sheet, "What Do You Think About the Public Elementary Schools Your Child Has Attended," related to parental reaction to previous school experiences of the retarded child. In the Spring of 1958 and the Spring of 1959, parents of both the experimental and control groups were asked to check a mailed rating sheet, "What Do You Think About the Public Elementary School Your Child Has Attended This Year," related to parental reaction of the school experiences of the retarded child during the current school year.

Teacher Opinion

Teachers of the experimental subjects were asked to check a questionnaire, "Teacher Opinion of the Consultant Plan," which was mailed to each teacher at the close of school in the Spring of 1958 and the Spring of 1959.

Results

Because of the limited N, the grossness of the measures tested, and the limited return of mailed questionnaires and rating sheets, analysis of data was not attempted in all areas of evaluation. Data collected in the areas of pupil development and parental opinion were not analyzed, but detailed summaries of the reporting for each are available elsewhere in the report.

The results of the screening program conducted in 13 counties in Western Kansas provided data related to the incidence of educable mental retardation in public schools in sparsely populated areas in Kansas.

Academic Achievement

The statistical technique used was that of analysis of covariance with the pre-test of 1957-1958 school year being held constant. This was done for each of the five tests using the scores at the close of the 1957-1958 school year, scores at the beginning of the 1958-1959 school year, and the scores on the post-test given at the close of the 1958-1959 school year as the final criterion.

No significant differences were obtained in the 15 analyses except for the Clock Test and the Calendar Test at the close of the study.

For the Clock Test, an F of 5.280 was obtained which was significant at the 5 per cent level in favor of the experimental group.

The adjusted means were 62.61 for the experimental group and 54.26 for the control group.

For the Calendar Test, an F of 4.517 was obtained which was significant at the 5 per cent level in favor of the experimental group. The adjusted means were 92.49 for the experimental group and 83.29 for the control group.

In all five situations, the experimental group had a higher adjusted mean on the Spring of 1959 tests.

Teacher Opinion

The Chi-square technique was employed in the treatment of the data submitted by the 37 teachers of experimental subjects who evaluated the consultant plan. In all but three instances there were significant differences among the responses at the 1 per cent level.

The teachers expressed the following opinions concerning the consultant program: they had been helped:

1. By knowledge of the fact that the child was retarded and by having access to the results of the psychological evaluations.

2. By talking with the consultant, and they had been able to use the suggestions of the consultant in the classroom setting.

3. To understand the regular child as a result of planning for the retarded in the regular classroom.

The consultant plan could be strengthened:

1. By the consultant working with the individual child.

2. By the consultant offering more help to the regular classroom teacher.

Although the teachers were divided in their opinion, there was some indication that they felt that the consultant should help with the preparation of materials used for individual assignments.

The teachers also expressed the opinion that the retarded child in the regular classroom should receive special assignments, but they were divided in their beliefs concerning whether it is possible for the classroom teacher to prepare individual assignments.

Incidence

Of the 5,392 children enrolled in grades one through six in 13 Western Kansas counties in the Spring of 1957, there were 39 boys and 20 girls identified as educable mentally retarded. The two bases for the criterion of educable mental retardation were an I.Q. within the range of 50 through 80 on the Stanford Revision of the Binet Intelligence, Form L, and an I.Q. of 85 or less on the Wechsler Intelligence Scale for Children (Performance).

Conclusions

Even though the over-all results were essentially negative, the significant differences in favor of the experimental group in the two instances in the academic testing program and the opinion of the experimental teachers would seem to indicate that further investigation should be made under more optimal conditions.

Academic Areas

The significant difference in the academic areas of the calendar and the clock would seem to demonstrate that positive results can be obtained in academic areas of learning if the regular classroom teacher had the assistance of a consultant in mental retardation. Then it might be said that if a similar study were conducted under more favorable conditions, more positive results probably would be obtained.

Teacher Opinion

When one reviews data collected through the use of opinion questionnaires, it is important to remember that there is the possibility that individuals who checked the items, may have been influenced by what they thought was the correct response rather than by what they actually believed. However, since teachers would be involved if a consultant program were initiated, their opinions should be given consideration in formulating policy regarding administrative changes which entail change in classroom procedures.

It would seem that the teachers of the experimental subjects thought the consultant program had helped them, but they were also of the opinion that they did not have time to prepare the individual assignments. They asked that the consultant not only become more involved in the actual preparation of materials and the instruction of the child, but that they also provide more opportunities for consultation with individual teachers.

Incidence

Through the application of the criterion of an I.Q. within the range of 50 to 80 on the Binet and an I.Q. of 85 or less on the W.I.S.C. (Performance), one could assume that the incidence of educable mental retardation in grades one through six in the public schools in the 13 county area in Western Kansas in 1957 was 1.5 per cent. If the 1957 figures were correct, the problems created by great travel distances and wide chronological age ranges could compound existing community problems related to the organization of public school programs for educable mentally retarded children in Kansas sparsely populated rural areas.

Limitations and Recommendations

The over-all purpose of the study was essentially not substantiated by analysis of the data collected through the evaluation program. For this reason, the Kansas State Department of Public Instruction has not submitted "Administrative Standards for the Teacher-Consultant Program in Mental Retardation" to the State Board of Education for their approval.

Limitations

The plan created certain limitations which could not be alleviated or removed as the study progressed. Some of the limitations which should be given consideration are:

3

1. Data for identification of individual cases were limited in that selection was made on the bases of psychological evaluations and school history.

2. Results were not available for 20 of the 205 children referred for individual psychological evaluations.

3. Results of referrals to diagnostic clinics were not available in time to allow later consideration for placement of those meeting criteria as a result of individual psychological evaluations and school history.

4. No attempt was made to identify retarded children from the 13 county area who might have been eligible but were enrolled in residential schools or hospitals.

5. All subjects in the study were not from the sparsely populated areas of Western Kansas.

6. The time schedule did not permit any type of standardization or trial administration of the evaluation instruments developed by the staff.

7. Since there was only one form for each of the achievement tests, there was the possibility that results from the second, third, and fourth administration may have been influenced by practice.

8. The amount and type of evaluation was limited.

9. Since the consultant did not reside in the region where the experimental subjects attended school, the travel distances

placed certain limitations on the number of conferences with teachers and parents of the experimental subjects.

10. The teachers were those employed by the local boards of education and were, therefore, under no obligation to the research staff.

11. The number of subjects was small in that 41 completed the two-year program.

12. The classroom program was short in that it lasted for two school years.

13. Because of the broad implications of the research design for the present study, the staff was unable to collect and analyze significant data relevant to the limitations of providing services to educable mentally retarded children in the regular classroom.

Recommendations

As a result of the present study, the Kansas State Department of Public Instruction has made the following recommendations to aid program development in sparsely populated rural areas in Kansas:

1. Organize cooperative school psychology programs on a regional basis for the purpose of identifying educable mentally retarded children enrolled in the regular classroom.

2. Identify educable mentally retarded children from the areas who would be eligible for public school special education but are currently enrolled in residential schools or hospitals.

3. Obtain data in addition to psychological results and school history through the employment of other specialists on a regional or county basis and/or follow-up of referrals to diagnostic clinics.

4. Identify areas in which the incidence is sufficient for schools to organize cooperative day-school classes on a county or regional basis. (Note that there are already instances in which the retarded child is traveling a round-trip of 60 miles each day to attend a cooperative class.)

The findings also indicate that further study is needed in related areas as follows:

1. Development of evaluation instruments which are based on the goals of instruction and curricular content recommended for educable mentally retarded children.

   A. Standardize the instruments with an educable mentally retarded population.

   B. Develop more than one form for each instrument to reduce the possibility of results being influenced by practice effect.

   C. Provide for a wide range in age through the development of evaluation instruments at succeeding levels of difficulty.

2. Continue the investigation of different administrative plans for meeting educational needs of educable mentally retarded children in sparsely populated areas.

A. Initiate a plan where an itinerant specialist would prepare instructional materials, work at regularly scheduled intervals with the child, and meet with the teacher and parents to coordinate work in special sessions with that in the classroom and the home.

B. Initiate a plan utilizing the services of a consultant who plans on a weekly basis with the teacher, prepares instructional materials, consults with parents, and conducts regularly scheduled in-service meetings of teachers on a regional basis.

C. Initiate a plan utilizing a combination resource room and consultant in regions where there is a wide range in chronological ages of eligible children.

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APPENDIXES

APPENDIX A

Organization Materials

AN APPLICATION TO THE COMMISSIONER OF EDUCATION, U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR FUNDS TO SUPPORT A RESEARCH PROJECT UNDER THE PROVISIONS OF PUBLIC LAW 531, 2d, SESSION, 83d CONGRESS, SUBMITTED BY Kansas State Department of Public Instruction, Topeka, Kansas

November 22, 1956

TITLE: THE EDUCATION OF EDUCABLE MENTALLY RETARDED CHILDREN IN SPARSELY POPULATED RURAL AREAS

PROBLEM: What improved educational services can be provided in regular classrooms for educable mentally retarded pupils residing in areas where population is not sufficiently large to make possible the organization of day school special classes in centers within travel distance for children.

MAJOR OBJECTIVES:

Propose a program for providing educational services in regular classrooms.

Try out and evaluate proposed program.

Identify the limitations of providing services to these children in regular classrooms.

Develop a procedure for educating educable mentally retarded children in sparsely populated areas.

SCOPE: All children enrolled in grades one through six in eleven sparsely populated counties of Western Kansas will be included in the initial screening. This group will include approximately five thousand children. From this group twenty-five subjects will be selected for the experimental group and twenty-five additional subjects for the control group.

MAJOR STEPS:

a. Collect and analyze relevant related research.

b. Select an area in Western Kansas in which population is sparse. Sparsely populated counties which will probably be included in this study:

Cheyenne
Gove
Hodgeman
Greeley
Lane
Morton
Rawlins
Sheridan
Wallace
Wichita

c. Identify all educable mentally retarded children enrolled in grades one through six and determine educational needs by means of the following procedures:

   (1) Administer group mental tests to all children for initial screening. (Otis-Quick Scoring)

   (2) Secure thorough psychological evaluation on all children who score below 80 on the above group testing program. Trained personnel will administer the psychological tests in order to determine both verbal and performance abilities of children. (Binet, Wechsler)

   (3) Select all children who meet mental ability requirements as outlined in Standards for Special Classes for Mentally Retarded Pupils, July 1955, State Department of Public Instruction, Topeka, Kansas.

   (4) Secure further evaluation on each child who meets the mental ability requirements through the following steps:

      (a) Give standardized achievement tests in the ares of reading and arithmetic. (Gates Reading, California Arithmetic Achievement)

      (b) Collect information regarding past school achievement from school records.

      (c) Collect information regarding social development from school records and prepared check sheets to be checked by researcher during interviews with parents, teachers and county superintendents. (Check sheets are to be developed with the assistance of the members of the advisory committee as the study develops.)

(5) Select thirty subjects for the experimental group.

(6) Select thirty subjects for the control group. The subjects chosen for this group will be matched as far as possible with the experimental group on at least three items. (C.A., Sex, and I.Q.)

(7) Develop educational objectives for each child in the experimental group.

(8) Devise an educational program which provides for a consultant who plans with regular classroom teachers, counsels parents and seeks cooperative assistance of community and state agencies.

d. Try proposed educational program experimentally for two full school years. (Four school semesters)

e. Evaluate periodically (at the close of each school year) all children in the experimental and control groups through the following steps:

(1) Administer other forms of standardized tests which were given during the initial screening.

Binet	Gates Reading
Children's Wechsler	California Achievement (Arithmetic)

(2) Recheck the check sheets summarizing interviews with parents, teachers, and county superintendents to determine social growth.

f. Identify needs, if any, which cannot be met.

g. Determine costs of administering the program and make a comparative evaluation with those of educating educable mentally retarded children in classes already in operation in Kansas.

h. Develop a plan for educating educable mentally retarded children in sparsely populated rural areas.

PROFESSIONAL LEADERSHIP:

Experience and training of Marguerite Thorsell who is to conduct the study and be consultant to regular classroom teachers.

Experience:

Rural school teaching in Kansas	3 years
Elementary teaching (3rd class city)	1 year
Elementary teaching (1st class city) (Included supervision of student teachers)	8 years
Teaching Educable Mentally Retarded Children	2 years
State Supervisor of Programs for Mentally Retarded	2 years

Training:

B. S. in Elementary Education, Kansas State Teachers College, Pittsburg
M. A. in Education with major in Mental Retardation, University of Denver
Workshop: Administration and Supervision of Special Education Programs, Syracuse University, Syracuse, New York, July 1956

Special Advantages of Conducting Such a Study:

Western Kansas shares the problem of providing adequate educational services to educable mentally retarded children with other sparsely populated areas in the Great Plains, Rocky Mountain and Desert Regions. Therefore, if the Kansas State Department of Public Instruction and University and public school personnel who have been planning cooperatively to provide educational services to retarded children since 1951, are able to meet the problem satisfactorily many children in sparsely populated regions will have an opportunity to become economically self-sufficient adults in our society.

No formal papers have been presented by the researcher, but much time has been spent during the past two years collecting information and data valuable to special class teachers. The staff of advisers and consultants have all been previously engaged in educational research.

Consultants and Advisers:

Dr. John E. Jacobs, Director, Division of Special Education, State Department of Public Instruction, Topeka, Kansas.

Dr. Kenneth Anderson, Director, Institute of Research for Exceptional Children, Kansas University, Lawrence, Kansas.

Dr. Richard L. Schiefelbusch, Director, Child Bureau of Research, Kansas University, Lawrence, Kansas.

Staff:

Paid staff would include researcher who would also serve as consultant in the experimental program and five psychologists who would be qualified examiners.

County superintendents, classroom teachers, consultants, and advisers would work cooperatively with researcher as unpaid staff.

DURATION OF THE PROJECT:

a. Start preliminary work February 1, 1957, and continue the project through to September 1, 1959.

b. Complete steps (a), (b), and (c) by September 1, 1957.

c. Put the proposed program in operation September 1, 1957, and begin collecting information required to complete steps (d) through (h).

d. Continue all phases throughout the 1958-59 school year and complete experiemental program in the schools by June 1, 1959.

e. Write report in summer and fall of 1959.

f. Published results available by January 1, 1960.

REASONS FOR BUDGET INCREASE OVER THAT WHICH WAS SUBMITTED IN JULY, 1956

1. The length of the study has been extended in order that proposed program may be tried in a school setting for four school semesters rather than three.

2. Additional screening will be needed to select candidates for a control group. It is believed that the provision for a control group will strengthen the study.

3. Salary for 1/2 time researcher has been increased slightly in accordance with possibilities for departmental salary increases January 1, 1957.

December 26, 1956

County Superintendent
Kansas

Dear :

The Kansas State Department of Public Instruction has made provisions for a supervisor in the Division of Special Education to be relieved part-time from regular supervisory duties in order to devote one-half time to a Department Research Project, Education of Educable Mentally Retarded Children in Sparsely Populated Areas, which was recently approved by the U. S. Office of Education for a Federal Grant.

The three-year study is to be divided into three phases:

1. Identification and selection of approximately fifty educable mentally retarded children enrolled in regular classrooms as subjects for the experimental and control groups.

2. Development of an educational program which provides for a consultant trained in the area of mental retardation who can counsel parents, and plan with classroom teachers and local and state agencies to provide an individualized program for each retarded pupil in the experimental group.

3. Evaluation of the program.

In counties where population is not sufficiently large to make possible the organization of day school special classes, the problems of educational planning for the educable mentally retarded child remains relatively unsolved. Through this study, Kansas hopes to be able to find improved ways of serving these children in sparsely populated areas in Western Kansas.

Since the population in   County is relatively small, we would like for you and the teachers of your county to participate with us in this study. We would like an opportunity to discuss this project further with you and the teachers in January.

The final decision as to whether the schools in your county will participate in this study does not need to be made at this time. However, since this study is being financed by a Federal Grant for a three-year period, we had hoped to have full support from the eleven selected counties.

Please complete the enclosed blank and return to this office at your earliest convenience.

Sincerely,

Marguerite Thorsell, Director
Programs for Mentally Retarded

MT:mm
Enc.

County______________________________

Superintendent_____________________________

Total number of elementary children enrolled in grades 1 through 6 in your county schools ____________________.

Total number of teachers working with children enrolled in grades 1 through 6 ____________________.

Would like to schedule a meeting in January for a member of the Division Staff to discuss the proposed program with classroom teachers.

(Check one) Yes__________ No __________

STATE DEPARTMENT OF PUBLIC INSTRUCTION

COUNTY TESTING PROGRAM
for
DIVISION OF SPECIAL EDUCATION

BE SURE TO

1. Complete all information requested on the front of the booklet.
2. Write the correct birthdate of child above his age on the information page.
3. Write the name of the county across the top of each child's booklet.
4. Follow directions and give no help, such as pronouncing words or re-questioning child if wrong response has been given.
5. Follow the exact time limits.
6. Double check all papers and complete information requested on the front of the booklet.
7. Package all material for the Division Office in the following manner:

    Tests for each grade tied together (one, two, etc.).
    All answer sheets tied together.
    All direction sheets tied together.
    All Alpha un-used booklets tied together.
    All Beta un-used booklets tied together.

8. Address all material for the Division as follows:

    Miss Marguerite Thorsell, Supervisor
    Division of Special Education
    State Department of Public Instruction
    Topeka, Kansas

9. Complete testing as soon as possible. Remember, there is a lot of re-testing to be done.
10. All tests should be returned through the County Superintendent's office unless otherwise instructed.

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

To: County Superintendents in counties with experimental subjects
When: Fall of 1957

Dear

This is to inform you that the following children in your county have been selected as subjects in the State Department of Public Instruction Study:

Name	School	Birthdate

We would appreciate receiving the following information from you at your earliest convenience:

1. Name of the school in which the child is enrolled this year
2. Name and address of the teacher
3. Name and address of the parents

It would seem advisable for you and the teachers not to inform the parents that their child has been selected. I wish to do this by letter and make the necessary arrangements for possible conference during my first stop in the county when I talk with the teachers.

You should inform the teachers who have these children enrolled in their classes and ask them to begin a folder which would contain samples of various types of work done by the particular child. They should collect information concerning the child's reading level as observed in the classroom (level of book he is able to read). Also it would be helpful if they observed the child's reactions toward difficult assignments.

I will schedule a meeting with the teachers in approximately two weeks. At this time we will discuss the plan of the program and do planning for each child as well as releasing more detailed information concerning the child's ability.

Sincerely,

Marguerite Thorsell, Director
Programs for Mentally Retarded

MT/bli

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

To: County Superintendents in counties with control subjects
When: Fall of 1957

Dear

The State Department of Public Instruction's study is now entering the first year of the classroom program. In order that we may begin our Fall testing as early as possible, we would appreciate receiving the requested information concerning the following children in ___________________County:

1. Name of the school in which the child is enrolled this year
2. Grade level of the child
3. Name and address of the parents if it has changed

I am sure you realize that the children in your county are not being followed closely but will add much to the study and will make a contribution to the education of retarded children in rural areas in Kansas. For this reason it is extremely urgent that we receive your cooperation.

We appreciate the help you have given us in the past and are looking forward to your continued cooperation.

Sincerely,

Marguerite Thorsell, Director
Programs for Mentally Retarded

MT/bli

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

To: Parents of subjects in experimental group
When: Fall of 1957

____
___________________,
Kansas

Dear ____________:

When I visited in your home, I briefly outlined a cooperative plan for providing additional help to teachers of children with learning problems. Your daughter, _________, has been selected as one of the subjects with whom we wish to work for the next two school years.

I plan to be in _________ on the afternoon of __________, to plan with _________ teacher and will be available for conference with you at that time. Please inform the principal of your school if you should be interested in making contact with me while I am in _________.

Sincerely,

Marguerite Thorsell, Supervisor
Division of Special Education

MT:bli

APPENDIX B

Evaluation Instruments

CALENDAR TEST

RECOGNITION OF NUMBERS FROM ONE THROUGH THIRTY

Material: Two sets of 2 1/2" by 3" cards with numbers as listed below.

Directions: Place the cards in front of the subject one at a time; each time say, "What is this?"

Items:
a. 21, 7, 13, 29
b. 12, 4, 18, 26

Scoring: One point is earned for each correct response.

a. Maximum score: 4 points
b. Maximum score: 4 points

NAMING OF DAYS OF THE WEEK IN SEQUENTIAL ORDER

Directions: Say, "You know the names of the days of the week. Let's begin with Sunday and say them." If subject hesitates, begin saying them with him. After initial help has been given, let the subject finish the task alone. If the subject is unable to say them alone the first time, say, "Fine; now let's hear you say them by yourself."

If subject is unable to say the days in sequential order, it is not necessary to give items "a" and "b".

Items:
a. Say, "Begin with Friday and say all the days of the week."

b. "Begin with Wednesday and say all the days of the week."

Scoring: One point is earned for naming days as requested in the directions. One additional point is earned for each day given in proper sequence as directed in items "a" and "b".

a. Maximum score: 8 points
b. Maximum score: 8 points

READING NAMES OF DAYS OF THE WEEK

Material: Two sets of cards with names of days of week.

Directions: Place the cards, one at a time, in front of the subject and say, "*What is this?*" If he hesitates, encourage him by saying, "*You know what this word is, for you have seen it written in your room many times; tell me the word.*"

Items:
a. Thursday, Monday, Saturday, Wednesday
b. Friday, Wednesday, Sunday, Tuesday

Scoring: One point is earned for each correct response.

a. Maximum score: 4 points
b. Maximum score: 4 points

RECOGNITION OF PLACEMENT OF DAYS ON THE CALENDAR

Material: Large calendar.

Directions: If subject makes no response when the calendar is placed before him, solicit a response by saying, "*You know what this is; you have used it in your home and at school; we call it a calendar. All the days of the week are shown on it. As you say them, show me where they are on the calendar.*" Give subject time to finish the task.

If subject does not know these, there is not need to finish this section. "*You see there are numbers listed under each day written here.*" As you say this, move hand down the columns under Sunday and Monday.

Items:
a. "*Now show me where all the Thursdays are listed.*" If subject points to the abbreviations, ask him to show you the numbers for the Thursdays.

b. "*Show me where all the Tuesdays are listed.*"

Scoring: One point is earned for locating only the abbreviations for the days. An additional point is earned for identifying numbers correctly by pointing to proper column.

a. Maximum score: 2 points
b. Maximum score: 2 points

RECOGNITION OF ABBREVIATIONS FOR DAYS OF THE WEEK

Material: Two sets of cards with abbreviations for days of the week.

Directions: "Sometimes when we write the name of the day of the week, there is not space enough to write the whole word. When this happens we shorten the word by only writing a part of it. This shortened form of the word is called an abbreviation." Pause. "Now, when I show you these abbreviations, I want you to tell me which day of the week each one means."

Present the cards one at a time in the order in which they are listed.

Items:
a. Sat., Thurs., Mon., Sun.
b. Wed., Tues., Fri., Thurs.

Scoring: One point is earned for each correct response.

a. Maximum score: 4 points
b. Maximum score: 4 points

WRITING NAMES OF DAYS OF THE WEEK

Material: Lined paper for the subject.

Directions: Say, "I want you to write the names of the days of the week as I say them. Listen carefully because they will not be in order."

Items:
a. Sunday, Wednesday, Thursday, Tuesday
b. Saturday, Monday, Friday, Wednesday

Note: Turn the paper over before presenting group "b".

Scoring: One point is earned for each correct response, even though capital letters are omitted.

a. Maximum score: 4 points
b. Maximum score: 4 points

NAMING MONTHS OF YEAR IN SEQUENTIAL ORDER

Directions: "*This is (current month). Begin with January and say all the months for me.*" If subject hesitates, begin saying them with him. After the initial help has been given, subject should finish the task alone. If the subject is unable to say them alone the first time, say, "*Fine; now let me hear you say them by yourself.*" If the subject is unable to do this, do not present items "a" and "b".

Items:

a. "*Begin with August and say all the months of the year.*"

b. "*Begin with April and say all the months of the year.*"

Scoring: One point is earned if months are named correctly for question in directions. One additional point is earned for each month given in proper sequence in items "a" and "b".

a. Maximum score: 13 points
b. Maximum score: 13 points

RECOGNITION OF NAMES OF MONTHS OF THE YEAR

Material: Two sets of cards with names of months of the year.

Directions: Place the cards one at a time in front of the subject and say, "*What is this?*" If he hesitates, encourage him by saying, "*You know what this word is for you have seen it written in your room many times. Tell me the word.*"

Items:

a. July, March, January, April, August, November
b. June, May, February, September, December, October

Scoring: One point is earned for each correct response.

a. Maximum score: 6 points
b. Maximum score: 6 points

RECOGNITION OF ABBREVIATIONS FOR MONTHS OF THE YEAR

Material: Two sets of cards with abbreviations for months.

Directions: "Sometimes when we want to write the name of a month of the year, there is not space enough to write the whole word. When this happens, we shorten the word by only writing a part of it. This shortened word is called an abbreviation."

"Only part of the months have abbreviations. Now, when I show you these abbreviations, I want you to tell me which month of the year they mean." Present in order.

Items:
a. Jan., Sept., Nov., Aug.
b. Feb., Oct., Sept., Dec.

Scoring: One point is earned for each correct response.

a. Maximum score: 4 points
b. Maximum score: 4 points

WRITING MONTHS OF THE YEAR

Material: Lined paper for subject.

Directions: Say, "I want you to write the names of the months of the year as I say them. Listen carefully because they will not be in order."

Items:
a. March, January, April, July, August, November
b. June, May, September, October, December, February

Scoring: Credit may be earned even though capital letters are omitted.

a. Maximum score: 6 points
b. Maximum score: 6 points

RELATIONSHIP OF OTHER DATES TO CURRENT DATE

Material: Calendar, paper, pencil.

Directions: "Show me what day it is today." If subject hesitates, say, "What day is it today?" If subject is still unable to find it, the examiner may tell him that it is (name of day), the (number). Give the subject time to locate it before giving the test items.

Items:
- a. (1) "Show me what day it was yesterday."
  - (2) "Write that date for me."
- b. (1) "Now show me what day it will be tomorrow."
  - (2) "Write that date for me."

Note: If subject is unable is show the date for yesterday or tomorrow, there is no need for him to write the date.

Scoring:
- a. Maximum score: 5 points
  - 1 point for locating current date if no help is given
  - 1 point for locating day for yesterday
  - 1 point for each correctly written month, date (number), and year
- b. Maximum score: 5 points
  - 1 point for locating current date if no help is given
  - 1 point for locating day for tomorrow
  - 1 point for each correctly written month, date (number), and year

CONCEPT OF TIME AS MEASURED BY WEEKS

Material: Calendar.

Directions: Read the items as if telling. In order to do this, one must have the problem well in mind.

Items: a. Concept of one week from the current date.

"If a mother of a boy (girl) in your room came to your room and told the boys (girls) that they were all invited to a birthday party at the boy's (girl's) home one week from today, what day would you go to their house for the party?"

"You may use the calendar. Remember, the party is one week from today."

If subject indicates the week rather than a specific day, say, "Yes, now show me on what day the party would be."

b. Concept of one week before the current date.

"After the mother left, one of the boys (girls) said that his (her) birthday had been last week. When he (she) looked at the calendar, he (she) said that his (her) birthday had been one week ago from today. Show me the day that was his (her) birthday."

"You may use the calendar. Remember, it has been exactly one week since his (her) birthday."

Follow directions under "a" if subject indicates week rather than day.

Scoring: a. Maximum score: 2 points
1 point if correct week is indicated
1 additional point if correct day is selected

b. Maximum score: 2 points
1 point if correct week is indicated
1 additional point if correct day is selected

CONCEPT OF TIME AS MEASURED BY MONTHS

Material: Calendar.

Directions: Read problem as if telling it to the pupil.

Items: a. "Sometimes when we need money, it can be borrowed from the bank. If a farmer borrowed some money at the bank today and promised the bank to pay it back in six months, when would he pay it? Remember, he borrows it today for six months. Give me the month and day when it is due." Pause. "You may use the calendar."

b. "If a mother of a friend invites you to a picnic they are having for many of your friends three months from today, when would you go to the picnic? Remember, it is three months from today."

Scoring: a. Maximum score: 2 points
1 point if correct month is indicated
1 point if correct day is indicated

b. Maximum score: 2 points
1 point if correct month is indicated
1 point if correct day is indicated

VARIATION IN WRITING DATES

Material: Paper and pencil.

Directions: "You have written the date many times this year, and we wrote it just a short time ago in these games. Sometimes people write it differently than we have today. I am going to write some dates another way, and I want you to tell me when they are." Write one at a time. Question only if they say ninth or seventh month; then say, "What month is the ninth month?"

Items: a. 9/10/58
b. 7/28/58

Scoring: a. Maximum score: 4 points
1 point for identifying number which indicates the month
1 point for identifying number which indicates the day

1 point for identifying number which indicates the year
1 additional point if able to give name of the month

b. Maximum score: 4 points
1 point for identifying number which indicates the month
1 point for identifying number which indicates the day
1 point for identifying number which indicates the year
1 additional point if able to give name of the month

SCORE SHEET FOR FUNCTIONAL SKILLS

Calendar Test

PUPIL__________COUNTY__________SCHOOL__________GRADE_____

TEACHER__________EXAMINER 1.__________EXAMINER 2.__________

LEVELS OF PERFORMANCE		Maximum Score	Date: Score earned	Date: Score earned
RECOGNITION OF NUMBERS FROM ONE THROUGH THIRTY	a.	4	a.	a.
	b.	4	b.	b.
NAMING OF DAYS OF THE WEEK IN SEQUENTIAL ORDER	a.	8	a.	a.
	b.	8	b.	b.
READING NAMES OF DAYS OF THE WEEK	a.	4	a.	a.
	b.	4	b.	b.
RECOGNITION OF PLACEMENT OF DAYS ON THE CALENDAR	a.	2	a.	a.
	b.	2.	b.	b.
RECOGNITION OF ABBREVIATIONS FOR DAYS OF THE WEEK	a.	4	a.	a.
	b.	4	b.	b.
WRITING NAMES OF DAYS OF THE WEEK	a.	4	a.	a.
	b.	4	b.	b.
NAMING MONTHS OF THE YEAR IN SEQUENTIAL ORDER	a.	13	a.	a.
	b.	13	b.	b.

LEVELS OF PERFORMANCE	Maximum Score	Date: Score earned	Date: Score earned
RECOGNITION OF NAMES OF MONTHS OF THE YEAR	a. 6	a.	a.
	b. 6	b.	b.
RECOGNITION OF ABBREVIATIONS FOR MONTHS OF THE YEAR	a. 4	a.	a.
	b. 4	b.	b.
WRITING MONTHS OF THE YEAR	a. 6	a.	a.
	b. 6	b.	b.
RELATIONSHIP OF OTHER DATES TO CURRENT DATE	a. 5	a.	a.
	b. 5	b.	b.
CONCEPT OF TIME AS MEASURED BY WEEKS	a. 2	a.	a.
	b. 2	b.	b.
CONCEPT OF TIME AS MEASURED BY MONTHS	a. 2	a.	a.
	b. 2	b.	b.
VARIATION IN WRITING DATES	a. 4	a.	a.
	b. 4	b.	b.
TOTAL	136		

CLOCK TEST

COUNTING TO TWELVE

Directions: Say, "I want you to count to twelve for me." If the subject hesitates, encourage him. If the subject is still unable to count to twelve by rote, place twelve colored cubes on the table and say, "Count these for me." If cubes are used, remove them before presenting items "a" and "b".

Items:

a. "Now begin with 7 and count to 12."
b. "Now begin with 4 and count to 12."

Scoring: One point is earned for rote counting as requested in the directions. One additional point is earned for correct response to each item.

a. Maximum score: 2 points
b. Maximum score: 2 points

RECOGNITION OF NUMBERS

Material: A set of 2" by 3" individual cards with numbers 1 through 12.

Directions: Present cards one at a time and ask, "What is this?" If subject hesitates, ask, "What number is this?"

Items:

a. 3, 11, 7, 6, 4, 10
b. 5, 2, 9, 8, 12, 1

Scoring: One point is earned for each correct response.

a. Maximum score: 6 points
b. Maximum score: 6 points

DISCRIMINATION OF HAND LENGTH

Material: A card clock face with movable hands.

Directions: With clock face turned toward the examiner rather than visible to the subject, set the hands each time before the subject. Ask, "Which hand is longer?" If the subject hesitates, say, "Put your finger on the big hand."

Items:

a. Hands set at twenty minutes after one
Hands set at six o'clock
Hands set at eleven o'clock

b. Hands set at twenty minutes till five
Hands set at twelve-thirty
Hands set at two o'clock

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

RECOGNITION OF TIME ON THE HOUR

Material: A large alarm clock.

Directions: Turn the clock face toward the examiner in order that the face will not be visible to the subject while the hands are being set. Each time place the clock before the subject and ask, "What time is it?"

Items:

a. Seven o'clock, one o'clock, eleven o'clock
b. Three o'clock, ten o'clock, five o'clock

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

PLACEMENT OF HANDS ON THE CLOCK TO SHOW A GIVEN TIME ON THE HOUR

Materials: A card clock face with movable hands.

Directions: Set both hands on the clock at twelve before placing it on the table before the subject. Say, "Move the hands on the clock so they will show that it is eight o'clock." Each time move both hands back to twelve before giving the next question.

Items:
a. Eight o'clock, two o'clock, nine o'clock
b. Four o'clock, eleven o'clock, six o'clock

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

RECOGNITION OF TIME ON THE HALF HOUR

Material: A large alarm clock.

Directions: Turn the face of the clock toward the examiner in order that it will not be visible to the subject while the hands are being moved. Each time place the clock before the subject and ask, "What time is it?"

Items:
a. Eight-thirty, three-thirty, ten-thirty
b. Four-thirty, two-thirty, six-thirty

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

PLACEMENT OF HANDS ON THE CLOCK TO SHOW A GIVEN TIME ON THE HALF HOUR

Material: A card clock face with movable hands.

Directions: Set both hands on the clock at twelve before placing it on the table before the subject. Say, "Move the hands on the clock so they will show that it is one-thirty." Each time move both hands back to twelve before giving the next question.

Items:
a. One-thirty, seven-thirty, eleven-thirty
b. Twelve-thirty, ten-thirty, five-thirty

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

RECOGNITION OF TIME AS A RESULT OF COUNTING BY FIVES

Material: A large alarm clock.

Directions: Turn the clock face toward the examiner in order that the face will not be visible to the subject while the hands are being moved. Each time place the clock before the subject and ask, "What time is it?"

Items:
a. Two-fifteen, seven-fifty, eleven-twenty-five
b. Three-twenty, eight-ten, ten-forty

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

PLACEMENT OF HANDS ON THE CLOCK TO SHOW A GIVEN TIME WHICH REQUIRES COUNTING BY FIVES

Material: A card clock face with movable hands.

Directions: Set both hands on the clock at twelve before placing it on the table before the subject. Say, "Move the hands on the clock so they will show that it is five-twenty." If the subject hesitates, or misses the first item, say, "Move the hands so the clock will show that it is twenty minutes after five."

Items:
a. Five-twenty, one-forty-five, twelve-fifteen
b. Six-five, four-fifty-five, nine-thirty-five

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

RECOGNITION OF BEFORE AND AFTER AS DETERMINED BY PLACEMENT OF HANDS ON THE CLOCK

Material: A card clock face with movable hands.

Directions: Set both hands on the clock at twelve before placing it on the table before the subject. Say, "Move the hands on the clock so that it is twenty minutes after two." Each time move both hands back to twelve before asking the next question.

Items:

a. Twenty minutes after two
Twenty minutes before five

b. Five minutes after eight
Five minutes before four

Scoring: One point is earned for each correct response.

a. Maximum score: 2 points
b. Maximum score: 2 points

RECOGNITION OF TIME WHEN NUMBERS ARE NOT ON THE FACE OF THE CLOCK

Material: A card clock face without numbers.

Directions: Turn the face of the clock toward the examiner in order that it will not be visible to the subject while the hands are being moved. Each time place the clock before the subject and ask, "What time is it?"

Items:

a. Seven o'clock, four-fifty-five, one-thirty
b. Ten-thirty, eight-five, three o'clock

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

RECOGNITION OF TIME WHEN ROMAN NUMERALS ARE ON THE CLOCK

Material: A card clock face with Roman numerals.

Directions: Turn the face of the clock toward the examiner in order that it will not be visible to the subject while the hands are being moved. Each time place the clock before the subject and ask, "*What time is it*?"

Items:
a. Three o'clock, four-twenty, two-forty
b. Six o'clock, one-twenty, five-forty-five

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

TIMING ACTIVITIES

Material: A card clock face.

Directions: Read the problem as if it were being told.

Items:

a. "*Listen carefully. Mother is making cookies. The recipe says that they should bake ten minutes. If mother put them in the oven at 2:15*, (move the hands on the clock to show the time) *when will they be ready to take from the oven*?" Pause. "*Remember, she puts them in the oven at 2:15 to bake for 10 minutes. What time will she take the cookies from the oven*?"

If subject gives time orally, ask him to show the time on the clock. If he hesitates, say, "*Show me the time on the clock*."

b. "*Listen. John is eating breakfast. Mother looks at the clock and sees that it is 10 minutes after 7*. (Move hands on the clock) *She tells John he should hurry for the bus will be coming in 20 minutes. When will the bus arrive at John's house*? *Remember, it is 10 after 7, and the bus will come in 20 minutes*."

Scoring: a. Maximum score: 3 points
1 for giving correct time
2 for showing time on clock

b. Maximum score: 3 points
1 for giving correct time
2 for showing time on clock

READING TIMETABLES

Material: A card containing train schedules.

Directions: If subject makes no response when schedule is placed before him, solicit a response by saying, "You know what this is. You have seen one like it in the railroad station. We call it a train schedule." Read the problem to the child as if telling it to him. Indicate Eastbound and Westbound trains by "pointing" them out to the pupil.

Items: a. (1) "This is a schedule from a railroad station in Topeka. Schedules are given here for ten trains which leave this station every day. Show me the names of two trains which go east from Topeka every evening." Give student ample time. If necessary, repeat, "Show me two trains which people could take in the evening if they wished to go east."

(2) "How can you tell that these trains leave in the evening?" Ask this question even if an incorrect response has been given to item (1).

Note: Check directions for scoring these items carefully.

b. (1) "Now show me the names of two trains which go west from Topeka every morning."

(2) "How can you tell that these trains leave in the morning?" Ask this question even if an incorrect response has been given to item (1).

Scoring: a. Maximum score: 3 points
1 for each P.M. schedule selected
1 for P.M. indicating afternoon and evening schedules

b. Maximum score: 3 points
1 for each A.M. schedule selected
1 for A.M. indicating morning schedule

TIMING TRAVEL

Material: Road map of Kansas, paper, and pencil.

Directions: If subject makes no response when road map is placed before him, say, "You know what this is. Your folks get road maps like this when they are taking a trip." Read the problem to the child as if telling it to him.

Items: a. (1) "Suppose you and your folks were at Dodge City (indicate Dodge City on the map for the pupil) and you were planning to drive to Hutchinson (indicate Hutchinson); about how long would it take you to drive from Dodge City to Hutchinson if your dad plans to drive at a speed of sixty miles an hour?" Pause. "You may use this paper and pencil to work the problem." If student asks how far it is, say, "Use the road map to figure how many miles there are between these two towns."

(2) Ask only if pupil gives correct response to item (1), "About what time would you get to Hutchinson if you left Dodge City at ten o'clock in the morning?"

b. (1) "Now suppose you and your folks were here at Oakley (indicate), and you were planning to drive to Liberal (indicate) . . . (rest worded the same as a. (1))

(2) Use eight o'clock in the morning.

Scoring: Maximum score: 3 points
1 each for correct number of miles, driving time, and arrival time

Maximum score: 3 points
1 each for correct number of miles, driving time, and arrival time.

SCORE SHEET FOR FUNCTIONAL SKILLS

Clock Test

PUPIL__________COUNTY__________SCHOOL__________GRADE_____

TEACHER____________EXAMINER 1.__________EXAMINER 2.__________

LEVELS OF PERFORMANCE	Maximum Score	Date: Score earned	Date: Score earned
COUNTING TO TWELVE	a. 2	a.	a.
	b. 2	b.	b.
RECOGNITION OF NUMBERS	a. 6	a.	a.
	b. 6	b.	b.
DISCRIMINATION OF HAND LENGTH	a. 3	a.	a.
	b. 3	b.	b.
RECOGNITION OF TIME ON THE HOUR	a. 3	a.	a.
	b. 3	b.	b.
PLACEMENT OF HANDS TO SHOW A GIVEN TIME ON THE HOUR	a. 3	a.	a.
	b. 3	b.	b.
RECOGNITION OF TIME ON THE HALF HOUR	a. 3	a.	a.
	b. 3	b.	b.
PLACEMENT OF HANDS TO SHOW A GIVEN TIME ON THE HALF HOUR	a. 3	a.	a.
	b. 3	b.	b.

LEVELS OF PERFORMANCE	Maximum Score	Date: Score earned	Date: Score earned
RECOGNITION OF TIME BY COUNTING BY 5'S	a. 3	a.	a.
	b. 3	b.	b.
PLACEMENT OF HANDS TO SHOW A GIVEN TIME COUNTING BY 5'S	a. 3	a.	a.
	b. 3	b.	b.
RECOGNITION OF TIME BEFORE AND AFTER THE HOUR	a. 2	a.	a.
	b. 2	b.	b.
RECOGNITION OF TIME ON CLOCK FACE WITHOUT NUMBERS	a. 3	a.	a.
	b. 3	b.	b.
RECOGNITION OF TIME GIVEN IN ROMAN NUMERALS	a. 3	a.	a.
	b. 3	b.	b.
TIMING ACTIVITIES	a. 3	a.	a.
	b. 3	b.	b.
READING TIMETABLES	a. 3	a.	a.
	b. 3	b.	b.
TIMING TRAVEL	a. 3	a.	a.
	b. 3	b.	b.
TOTAL	92		

MONEY TEST

VISUAL DISCRIMINATION

Material: All coins from a penny to a silver dollar.

Directions: Place coins across the table in front of the subject in the following order: DIME, HALF-DOLLAR, DOLLAR, NICKEL, QUARTER, PENNY.

Place another penny, silver dollar, and quarter on the table and say, "You see each piece of money I have here is different." Point to the penny in the group and say, "I want you to find the one in the group in front of you that is just like this one." When the subject points, say, "Put it with the one just like it."

"Now find the piece like each of the others."

Remove the coins and place another group in front of the subject before proceeding with item "b". Use the following arrangement for item "b": PENNY, NICKEL, QUARTER, DOLLAR, HALF-DOLLAR, DIME. Follow the same directions as for "a".

Items:

a. Penny, dollar, half-dollar
b. Quarter, nickel, dime

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

IDENTIFICATION BY NAME

Material: Penny, nickel, dime, quarter, half-dollar, dollar bill.

Directions: "I am going to show you some pieces of money, and I want you to tell me the name of each piece."

Place the money one piece at a time in front of the subject and say, "What is this?" Present them in the order listed below and remove each piece before presenting the next one.

Items: a. Quarter, dime, dollar bill
b. Half-dollar, nickel, penny

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

IDENTIFICATION OF COIN BY COMMON USAGE

Material: Penny, nickel, dime, quarter, half-dollar.

Directions: With the coins cupped in hand, the examiner should let them fall on the table in front of the subject without giving attention to careful placement. Present each question by saying, "Which piece of money would you use to buy ---"

Items: a. Ice cream cone, show ticket, bubble gum
b. Tablet, candy bar, candy sucker

Scoring: One point is given for each correct response.

a. Maximum score: 3 points
Credit is given for responses as follows:
Ice cream - nickel, dime
Show ticket - dime, quarter, half-dollar
Bubble gum - penny

b. Maximum score: 3 points
Credit is given for responses as follows:
Tablet - nickel, dime, quarter
Candy bar - nickel, dime
Sucker - penny

COUNTING

Material: Coins as listed in items below.

Directions: Each time place the coins in front of the subject and say, "Tell me how much they are worth." If the subject only gives the number, say, "Count them for me and tell me how much they are worth. Count them as the clerks do in the stores." Be sure to cup coins in hand before letting them fall to the table.

Items: a. 2 half-dollars
8 pennies
6 dimes

b. 3 quarters
4 nickels
2 dollar bills

Scoring: One point is given for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

MATCHING COINS TO WRITTEN NUMBERS

Material: Coins from penny through half-dollar and a dollar bill. Cards with amounts for above written in numbers.

Directions: Cup the money in hand and place it on the table by letting it fall into order. Show the subject the card with 25¢ and ask, "What piece of money is worth this much?"

Proceed with the other cards in group "a". Ask the same questions each time. Pick up the money and place it again in a pile before presenting group "b".

Items: a. 25¢, 5¢, 1¢
b. 50¢, $1.00, 10¢

Scoring: One point is given for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

WRITING AMOUNT FOR EACH PIECE OF MONEY

Material: Coins through fifty-cent piece and a dollar bill. Paper and pencil for the subject.

Directions: "When I show you a piece of money, I want you to write how much it is worth." Present the pieces of money one at a time and ask, "How much is it worth?" Pause. "Write it on the paper."

Items:
a. Half-dollar, penny, nickel
b. Quarter, dime, dollar

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

READING PRICES OF LESS THAN ONE DOLLAR

Material: Cards with prices.

Directions: Present one card at a time and each time ask, "How much is this?" Present cards in the order in which they appear in the listed items.

Items:
a. 12¢, 65¢, 39¢
b. 21¢, 43¢, 75¢

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

SIMPLE CHANGE

Material: A box of coins with more than enough for necessary change asked for in the question.

Directions: "Suppose your mother wanted some pennies to put in a parking meter. She only has a nickel. She offers you the nickel for some of your pennies. How many pennies would you give her?" Have the nickel in your hand to show the subject. If subject hesitates, say, "Give me as many pennies as it would take to be the same as this nickel."

"That was easy wasn't it? Now give me the number of ---" The examiner should have a piece of money in hand to show the subject when the question is asked.

Items:
a. Pennies for nickel
Nickels for a dime
Quarters for a dollar

b. Pennies for a dime
Quarters for a half-dollar
Fifty-cent pieces for a dollar

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points
b. Maximum score: 3 points

ADVANCED CHANGE

Material: A box of coins.

Directions: Place a dime and six pennies on the table before the subject and ask, "*How much money do we have here?*" If subject hesitates, say, "*Count the money and tell me how much there is.*" Present the remainder of the items by saying, "*Count the money and tell me how much there is.*"

Items:

a. Dime, six pennies
Fifty cents, two dimes
Quarter, dime, nickel

b. Nickel, four pennies
Quarter, three nickels
Half-dollar, two pennies

Scoring: One point is earned for each correct response.

a. Maximum score: 3 points

b. Maximum score: 3 points

PROBLEM SOLVING WITH MONEY

Material: Paper and a pencil for the pupil if he wishes to use it. A box of change should also be available if he wishes to figure it with money.

Directions: Read the problem to the child as if you were telling it to him. First see if he can give the response by figuring it in his head. After he has had time to think it over, the examiner may say, "*You may use paper and pencil or figure it with money from the change box if you wish.*"

Items: Observe carefully to note the process he chooses to arrive at the answer. There will be a difference in the value of his score if he was able to solve it in his head without coins or paper as a "crutch."

a. "*John wants to buy an airplane which costs 98¢. He has 40¢; how much more money does he need before he can buy the airplane?*"

b. "*Jane bought a book for 58¢. She gave the clerk 75¢. How much money would the clerk give her for change?*"

Scoring: a. Maximum score: 3 points
3 points if solved without aid of money or paper
2 points if solved with money
1 point if solved with paper and pencil

b. (same as above)

BANKING PROCEDURES

Material: Deposit slip and blank check.

Directions: Say, "*Let's suppose you have been working at home to earn money. You have saved one dollar which you wish to add to your savings account at the bank. Use this deposit slip to show me how you would fill it out to make a deposit at the bank. Remember, you are going to deposit one dollar.*" If subject asks questions or wishes words pronounced, say, "*Fill it out the way you think it should be.*"

Say, "*When you grow up, you will probably have a checking account like your dad and many of your neighbors. If you have money in the bank, you can write a check to pay for things you buy. Let's* pretend you are going to write a check at Jones' Hardware. Write the check to Jones' Hardware for one dollar." Do not pronounce words but encourage the subject by saying, "Fill it out the way you think it should be done."

Note: Write "void" across deposit slip and check after items have been completed.

Scoring: a. Maximum score: 4 points
- 1 point for name (both first and last)
- 1 point for address (city and state)
- 1 point for amount of money
- 1 point for date

b. Maximum score: 4 points
- 1 point for date
- 1 point for numbers
- 1 point for written words
- 1 point for signature (both first and last)

Note: No point given for store as this is often stamped or filled in by the store.

WRITING AMOUNTS OVER ONE DOLLAR

Material: Box of money, paper, and pencil.

Directions: Cup money in hand for each group and let it fall in place on table before the child. Then ask, "How much is it worth?" Give the child time to count but do not help. "Now write how much it is worth."

Items:

a.
- (1) 4 quarters and 3 pennies
- (2) 1 dollar, 2 dimes, and 2 pennies
- (3) 1 fifty-cent piece, 2 quarters, and 2 nickels

b.
- (1) 2 fifty-cent pieces and 6 pennies
- (2) 1 dollar, 2 quarters, and 1 nickel
- (3) 3 quarters, 3 dimes, and 2 nickels

Scoring: One point is earned for each correct response.

a. Maximum score: 6 points
1 point if amount is correct
1 additional point if it is written correctly

b. Maximum score: 6 points
1 point if amount is correct
1 additional point if it is written correctly

EARNING MONEY

Material: Paper, pencil, and box of money.

Directions: Read problem as if you were telling it to the pupil.

Items: a. (1) "Suppose you and another boy (girl) worked three hours helping a neighbor lady clean her yard. If she paid 80¢ an hour, how much money would each of you receive?" Pause. "Remember, you and another boy (girl) worked for three hours at 80¢ an hour. How much would each of you get for the work if you divided the money evenly? You may use paper and pencil."

(2) Place box of coins before the pupil. "Now show me how much money each of you would get."

b. (1) "Now suppose that during one week you helped your dad on two different days and painted another boy's (girl's) bicycle on another day. How much would you earn in that week if your dad paid you 75¢ for each of the two days you helped him and the boy (girl) gave you a dollar for painting the bicycle?" Pause. "Remember, you worked for your dad for two days at 75¢ a day and earned one dollar for painting the bicycle. You may use the paper and pencil."

(2) Place the box of coins before the pupil. "Now show me how much money you would earn that week."

Scoring: a. Maximum score: 6 points
1 point if solved with paper and pencil
2 points if solved with money
3 points if solved without aid of money or paper

b. Maximum score: (same as above)

MAKING ORDERS

Material: Catalog, order blank, and pencil.

Directions: "Your folks sometimes order things from a catalog for your home." Place the catalog and order blank before the pupil. "Suppose your dad planned to order this beige or light tan radio (page 172) and had asked you to fill out the order for him. Show me how you would fill out the order." Pause. "Remember,it is to be sent to your dad, so you will use his name." If pupil fills in order but forgets amount for postage, say, "Remember, your dad has to pay the postage, too." Turn to page 136 and help pupil find amount. Do not assist further.

"Now suppose your dad planned to order this tool box." (page 232) "Show me how you would fill out the order for your dad. Remember, it is to be sent to your dad, so you will use his name." Give same help with postage as above.

Scoring: a. Maximum score: 8 points
1 point for name
1 point for address
1 point for object
1 point for catalog number
1 point for color
1 point for unit price
1 point for postage (if no help)
1 point for correct total

b. Maximum score: (same as above)

SCORE SHEET FOR FUNCTIONAL SKILLS

Money Test

PUPIL__________COUNTY__________SCHOOL__________GRADE_____

TEACHER____________EXAMINER 1.__________EXAMINER 2.__________

LEVELS OF PERFORMANCE		Maximum Score	Date: Score earned	Date: Score earned
VISUAL DISCRIMINATION	a.	3	a.	a.
	b.	3	b.	b.
IDENTIFICATION BY NAME	a.	3	a.	a.
	b.	3	b.	b.
IDENTIFICATION OF COIN BY COMMON USAGE	a.	3	a.	a.
	b.	3	b.	b.
COUNTING	a.	3	a.	a.
	b.	3	b.	b.
MATCHING COINS TO WRITTEN NUMBERS	a.	3	a.	a.
	b.	3	b.	b.
WRITING AMOUNT FOR EACH PIECE OF MONEY	a.	3	a.	a.
	b.	3	b.	b.
READING PRICES OF LESS THAN ONE DOLLAR	a.	3	a.	a.
	b.	3	b.	b.
SIMPLE CHANGE	a.	3	a.	a.
	b.	3	b.	b.

LEVELS OF PERFORMANCE	Maximum Score	Date: Score earned	Date: Score earned
ADVANCED CHANGE	a. 3	a.	a.
	b. 3	b.	b.
PROBLEM SOLVING WITH MONEY	a. 3	a.	a.
	b. 3	b.	b.
BANKING PROCEDURES	a. 4	a.	a.
	b. 4	b.	b.
WRITING AMOUNTS OVER ONE DOLLAR	a. 6	a.	a.
	b. 6	b.	b.
EARNING MONEY	a. 6	a.	a.
	b. 6	b.	b.
MAKING ORDERS	a. 8	a.	a.
	b. 8	b.	b.
TOTAL	108		

FUNCTIONAL SKILLS

Common Signs Test

PUPIL____________ COUNTY____________ SCHOOL____________ GRADE______

TEACHER____________________ EXAMINER 1.____________ 2.____________

STOP	STOP
GO	GO
IN	IN
BOYS	BOYS
SLOW	SLOW
UP	UP
OUT	OUT
DOWN	DOWN
MEN	MEN
WALK	WALK
HOME	HOME
EXIT	EXIT
WOMEN	WOMEN
GIRLS	GIRLS
LADIES	LADIES
CLOSED	CLOSED
DANGER	DANGER
POISON	POISON
CAUTION	CAUTION
PRIVATE	PRIVATE
CASHIER	CASHIER
FRAGILE	FRAGILE
KEEP OFF	KEEP OFF
KEEP OUT	KEEP OUT
FOR SALE	FOR SALE
NO TRESPASSING	NO TRESPASSING
VISITORS	VISITORS
RAILROAD CROSSING	RAILROAD CROSSING
ONE WAY STREET	ONE WAY STREET
LOW WATER CROSSING	LOW WATER CROSSING
ENTRANCE	ENTRANCE
FOR EXTERNAL USE ONLY	FOR EXTERNAL USE ONLY
ELEVATOR	ELEVATOR
PAY WHEN SERVED	PAY WHEN SERVED
NO HUNTING	NO HUNTING
HANDS OFF	HANDS OFF
KEEP RIGHT	KEEP RIGHT
WET PAINT	WET PAINT
OUT OF ORDER	OUT OF ORDER
GENTLEMEN	GENTLEMEN
DON'T WALK	DON'T WALK
DEEP WATER	DEEP WATER
NO RUNNING	NO RUNNING
ADMITTANCE	ADMITTANCE
FIRE ESCAPE	FIRE ESCAPE

PUPIL DEVELOPMENT INVENTORY

IMPORTANT: The 35 items which follow ask for your opinion of the development of the child as you have observed him.

Using a pen or pencil check (✓) each of the following questions in the columns labeled "Usually," "Frequently," "Sometimes," "Never," or "Not Applicable" according to how you feel. The following explanations will help to clarify column headings:

Usually - almost without exception

Frequently - often but occasionally not

Sometimes - on occasion, but not often

Never - at no time

Not Applicable - item does not apply to child

	Usually	Frequently	Sometimes	Never	Not Applicable
SELF HELP					
Washes hands before meals					
Hangs own clothes					
Can use fork					
Can cut with knife					
Combs and brushes hair by self					
Ties own shoes					
Dresses self (for school, play periods, etc.)					

(continued)

	Usually	Frequently	Sometimes	Never	Not Applicable
Keeps self adequately groomed					
Selects appropriate clothes for weather conditions					
Keeps personal belongings in appropriate order					
SOCIAL SKILLS					
Follows simple directions					
Plays with children younger than self					
Plays with children of own age					
Plays with children older than self					
Participates willingly in organized games					
Initiates play in group situations					
Refrains from excessive pushing or hitting when it is not considered in play					
Listens when the situation calls for it					

(continued)

	Usually	Frequently	Sometimes	Never	Not Applicable
Recognizes right from wrong in social situations					
Carries on conversation with children in own age group					
Speaks appropriately when greeted					
Carries on conversation with adults					
Makes social introductions					
Makes telephone calls					
Writes occasional short letters					
RESPONSIBILITY					
Performs responsible routine chores					
Makes directed purchases such as groceries					
Can be trusted with money					
Makes independent purchases such as birthday gifts					
Watches time in order to make scheduled appointments					

(continued)

	Usually	Frequently	Some-times	Never	Not Applicable
Performs routine tasks for others without being told					
Cares for younger children in own house					
Goes out nights unrestricted					
Goes to distant points alone					
Cares for younger children in neighbor's home					

WHAT DO YOU THINK ABOUT THE PUBLIC ELEMENTARY SCHOOLS YOUR CHILD HAS ATTENDED?

IMPORTANT: The questions which follow ask for your opinion of the Kansas public schools which your child has attended prior to this year. The answers you check should cover the scope of the child's previous school career and do not require that you consider each class separately.

Using a pen or pencil check (✓) each of the following questions in the columns labeled "Usually", "Frequently", "Sometimes", "Never", or "Not Applicable" according to how you feel. The following explanations will help to clarify column headings:

Usually - almost without exception

Frequently - often but occasionally not

Sometimes - on occasion, but not often

Never - at no time

Not Applicable - item does not apply to your child

Information secured through these questionnaires will remain confidential, and public school personnel will not be informed as to your personal opinions. As complete return is desired, names are being attached to simplify follow-up of delayed returns.

	Usually	Frequently	Sometimes	Never	Not Applicable
In general, have you been satisfied with the schools your child has attended?					
In your opinion, have teachers helped your child as much as they should?					
Have you talked with teachers and principals about your child's progress each year?					
Have you felt welcome when you visited the schools which your child attended?					
Do you think the teaching methods in the schools your child has attended were as good as those used 25 years ago?					

(continued)

	Usually	Frequently	Sometimes	Never	Not Applicable
Has the discipline in the schools which your child attended been strict enough?					
Would you have liked for your child to have received more help from the school in solving whatever personal, social, and educational problems he faced?					
Have you been satisfied with the grading system?					
Have the schools helped your child in his ability to get along with other children?					
Do you feel that your child could have done the academic work required at his grade level if he had been given more help?					
Have teachers and principals understood your child's problems?					
Have schools presented to you a true picture of your child's performance?					
Have you attended P.T.A., community meetings, and school programs?					
Do you think promotion (grade advancement) has been fair to your child?					

Please feel free to make additional comments in this space.

Who filled out this questionnaire? Mother _____ Father_____ Both_____

WHAT DO YOU THINK ABOUT THE PUBLIC ELEMENTARY SCHOOL YOUR CHILD HAS ATTENDED THIS YEAR?

IMPORTANT: The questions which follow ask for your opinion of the public school which your child has attended this year. The answers you check should cover the child's school experience this year.

Using a pen or pencil check (✓) each of the following questions in the columns labeled "Usually," "Frequently," "Sometimes," "Never," or "Not Applicable" according to how you feel. The following explanations will help to clarify column headings:

Usually - almost without exception

Frequently - often but occasionally not

Sometimes - on occasion, but not often

Never - at no time

Not Applicable - item does not apply to your child

Information secured through these questionnaires will remain confidential, and public school personnel will not be informed as to your personal opinions. As complete return is desired, names are being attached to simplify follow-up of delayed returns.

	Usually	Frequently	Sometimes	Never	Not Applicable
In general, have you been satisfied with the school your child has attended?					
In your opinion, have teachers helped your child as much as they should?					
Have you talked with teachers and principals about your child's progress this year?					
Have you felt welcome when you visited the school which your child is attending?					

(continued)

	Usually	Frequently	Some-times	Never	Not Applicable
Do you think the teaching methods in the school your child attends are as good as those used 25 years ago?					
Has the discipline in the school your child attends been strict enough?					
Would you have liked for your child to have received more help from the school in solving whatever personal, social, and educational problems he faced?					
Have you been satisfied with the grading system?					
Has the school helped your child in his ability to get along with other children?					
Do you feel that your child could have done the academic work required at his grade level if he had been given more help?					
Have teachers and principals understood your child's problems?					
Has the school presented to you a true picture of your child's performance?					
Have you attended P.T.A., community meetings, and school programs?					
Do you think promotion (grade advancement) has been fair to your child?					

Please feel free to make additional comments in this space.

Who filled out this questionnaire? Mother_______ Father______ Both______

TEACHER OPINION OF CONSULTANT PLAN

IMPORTANT: The 14 questions which follow ask for your opinion of the experimental program which provided a consultant in the area of mental retardation to work with regular classroom teachers.

Using a pen or pencil check (✓) each of the following questions in the columns labeled "YES," "NO," or "UNDECIDED" according to how you feel.

Do not hesitate to give your frank opinion as this information is needed for future program planning. As complete return is desired, names are being attached to simplify follow-up of delayed returns.

	YES	NO	UNDECIDED
1. Has it helped you to know that the child listed above is educable mentally retarded?			
2. Has it helped you to know the results of an individual psychological evaluation for this child?			
3. Has it helped you to talk with a consultant to know what type educational planning has value for the retarded child enrolled in your class?			
4. Have you found the suggestions for preparing materials for individual instruction for this child valuable?			
5. Were you able to find opportunities to use the suggestions given by the consultant?			
6. Were the suggestions given appropriate for the retarded child enrolled in your room?			
7. Did you receive enough help from the consultant in planning specific aids for the child's individual lessons?			

(continued)

	YES	NO	UNDECIDED
8. Do you think the consultant should observe the child in classroom setting while the classroom teacher is teaching?			
9. Do you feel that the consultant should prepare individual assignments for the child as well as give you suggestions?			
10. Do you feel that the consultant should work with the retarded child while visiting the school?			
11. Do you feel that educable retarded children enrolled in regular classrooms should be given individual assignments as suggested by the consultant rather than attempting to grasp work of the regular grade in which they are enrolled?			
12. Do you feel that it is possible for the classroom teacher to prepare individual assignments for an educable mentally retarded child in the regular classroom?			
13. Do you feel that planning for the retarded child has helped you to have a better understanding of the learning problems of other children enrolled in your classroom?			
14. Do you feel that the educable mentally retarded child enrolled in your classroom has the potential to support himself as an adult?			

Please feel free to make additional comments in this space.

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

To: Parents of experimental and control subjects in Western Kansas
(Revision of paragraphs Nos. 2 and 3 to parents of subjects
in Eastern Kansas counties.)
When: Fall of 1957
Enclosure: "What Do You Think About the Public Elementary
Schools Your Child Has Attended"

Dear :

The Kansas State Department of Public Instruction and the U.S. Office of Education are cooperating in a research project to study the possibility of extending educational services to rural children who have problems in learning. This study which will extend over a three-year period is currently being conducted in thirteen sparsely populated counties in Western Kansas. As no state has yet found a satisfactory solution to the problem, other states with large rural populations are viewing Kansas' leadership in this area with much interest.

Your county has been selected as one of the thirteen which have an opportunity to contribute information which may help to provide better educational services to rural children throughout our country as well as Kansas.

The public school personnel in your county have given their cooperation as did you and other parents by participating in clinics which were held in public schools throughout your county during the summer of 1957. At this time we need your help in securing additional information which only the parents of children in these areas can give.

With this letter we are sending one opinion questionnaire and one self-addressed envelope to cover information concerning your frank opinion of the past educational experiences of your child who participated in the summer clinic. We need the opinion of all parents to make this study more complete. As a rule, when too much delay occurs, the matter is forgotten and the questionnaire is never returned. Therefore, we would appreciate receiving your reply as soon as possible.

Information secured through these questionnaires will remain confidential as public school personnel will not be informed as to your personal opinions.

We appreciate the cooperation which we know you will give us on this project.

Sincerely,

Marguerite Thorsell, Director
Research Project
State Department of Public Instruction

MT/bli

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

To: Teachers of experimental and control subjects
When: Fall of 1957

Dear :

In a recent letter we outlined a plan to study the possibilities of providing better educational services to children in rural areas of Kansas. In order to secure a more complete picture of the educational needs of children we are seeking your continued cooperation in furnishing us additional information throughout this and the next school year.

With this letter we are sending one opinion questionnaire and one self-addressed envelope to cover information concerning your frank opinion of the adjustment of the child as you have observed h___ during the first semester of this school year. We need the opinion of parents, teachers, and administrators to make this study more complete. As a rule, when too much delay occurs, the matter is forgotten and the questionnaire is never returned. Therefore, we would appreciate receiving your reply as soon as possible.

Information secured through this questionnaire will be valuable in helping public school personnel and parents plan together for a better educational program for the child.

We appreciate the cooperation which we know you will give us on this project.

Sincerely,

Marguerite Thorsell, Director
Research Project
State Department of Public Instruction

MT/bli

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

To: Teachers of experimental and control subjects
When: Fall of 1958

Dear :

The Kansas State Department of Public Instruction and the U.S. Office of Education are soliciting your cooperation throughout the current school year in order that more information concerning learning problems of children in rural areas can be secured to help plan a more complete program in the future. This is the last year of the study and we are hoping to have full cooperation of all parents and teachers receiving the three sets of questionnaires which are needed to record important information concerning each child's progress during this school year.

With this letter we are sending one questionnaire and one self-addressed envelope to cover information regarding your frank opinion concerning the growth which ____________ has made since the close of school last May. You may be concerned about the many items which seem far too simple for your child, but these items have been included as the children being studied range in age from six to fifteen years. This fact has made it necessary for us to select a wide range of items describing child development in the social areas of learning.

As a rule when too much delay occurs, the matter is forgotten and the questionnaire is never returned. Therefore, we would appreciate receiving your reply as soon as possible.

We appreciate the cooperation which was received during the past school year and are looking forward to your continued support throughout this last year of the study.

Sincerely,

Marguerite Thorsell, Director
Research Project
State Department of Public Instruction

MT/bli

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

To: Parents of experimental and control subjects
When: Spring of 1958 (Revised form sent in Spring of 1959)

Dear :

With this letter we are sending two questionnaires and one self-addressed envelope to cover information regarding activities during the first year of the study concerning the improvement of educational services to children in rural areas of Kansas.

The two questionnaires "What Do You Think About The Public Elementary School Your Child Has Attended This Year" and "Pupil Development Inventory" are to cover information of your frank opinion concerning these two areas as you have observed them during the present school year (1957-58). We need your opinion regarding the work during this school year to make the study more complete.

As a rule, when too much delay occurs, the matter is forgotten and the questionnaires are never returned. Therefore, we would appreciate receiving your reply as soon as possible.

Information secured through these questionnaires will be valuable in helping public school personnel and parents plan together for a better educational program for the child during the 1958-59 school year.

We appreciate the cooperation which you have given us throughout the school year on this project.

Sincerely,

Marguerite Thorsell, Director
Research Project
State Department of Public Instruction

MT/bli

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

Sample Follow-up letter to parents and/or teachers

Dear :

In checking our return mail, we note that we have not received the recent questionnaires which you received concerning pupil development and the public schools. It is extremely urgent that we receive these questionnaires from you. The information is needed to help us provide better educational services to children in rural areas. Your cooperation is extremely important as we need response from all letters requesting information.

Would you please give this matter your immediate attention as this is the second letter of inquiry. The enclosed self-addressed envelope is for your convenience.

Sincerely,

Marguerite Thorsell, Director
Research Project
Department of Public Instruction

MT/bli

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

To: Teachers of experimental subjects
When: Spring of 1958 (Revised form sent in Spring of 1959)

Dear :

With this letter we are sending two questionnaires and one self-addressed envelope to cover information regarding activities during the first year of the State Department Project, "Education of Mentally Retarded Children in Rural Areas."

The two questionnaires, "Pupil Development Inventory," and "Teacher Opinion," request information summarizing the work of the current school year and are necessary if we are to have a complete picture of the program during the 1957-58 school year.

As a rule, when too much delay occurs, the matter is forgotten and the questionnaires are never returned. Therefore, we would appreciate receiving your reply as soon as possible.

Information secured through these questionnaires will also furnish valuable information to aid planning with public school personnel and parents in the development of future special education programs.

We appreciate the cooperation which you have given us throughout the past year with this project.

Sincerely,

Marguerite Thorsell, Director
Research Project
State Department of Public Instruction

MT/bli

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

To: Teachers of control subjects
When: Spring of 1958 (Revised form sent in Spring of 1959)

Dear :

With this letter we are sending a questionnaire and one self-addressed envelope to cover information regarding activities during the first year of the State Department Project, "Education of Mentally Retarded Children in Rural Areas."

The questionnaire, "Pupil Development Inventory," requests information summarizing the work of the current school year and are necessary if we are to have a complete picture of the program during the 1957-58 school year.

As a rule, when too much delay occurs, the matter is forgotten and the questionnaires are never returned. Therefore, we would appreciate receiving your reply as soon as possible.

Information secured through these questionnaires will also furnish valuable information to aid planning with public school personnel and parents in the development of future special education programs.

We appreciate the cooperation which you have given us throughout the past school year with this project.

Sincerely,

Marguerite Thorsell, Director
Research Project
State Department of Public Instruction

MT/bli

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

To: Parents of experimental and control subjects
When: Spring of 1958 (Revised form sent in Spring of 1959)

Dear :

With this letter we are sending two questionnaires and one self-addressed envelope to cover information regarding activities during the first year of the study concerning the improvement of educational services to children in rural areas of Kansas.

The two questionnaires, "What Do You Think About the Public Elementary School Your Child Has Attended This Year," and "Pupil Development Inventory," are to cover information of your frank opinion concerning these two areas as you have observed them during the present school year (1957-58). We need your opinion regarding the work during this school year to make the study more complete.

As a rule when too much delay occurs, the matter is forgotten and the questionnaires are never returned. Therefore, we would appreciate receiving your reply as soon as possible.

Information secured through these questionnaires will be valuable in helping public school personnel and parents plan together for a better educational program for rural children.

We appreciate the cooperation which you have given us throughout this school year.

Sincerely,

Marguerite Thorsell, Director
Research Project
State Department of Public Instruction

MT/bli

STUDENT TEACHING OBSERVATION SHEET
SEQUENTIAL LEVELS

Directions:

1. Observe the activity.
2. Note at least one child in the group who appeared to be unable to understand the material at the level at which it was presented. Name of child____________________.
3. Note at least one child in the group who appeared to need material presented at a more difficult level. Name of child____________________.
4. Complete the attached chart by suggesting appropriate related sequential levels for the class group observed and/or individual children listed.

Name____________________________

Date____________________________

OBSERVATION SHEET - SEQUENTIAL LEVELS OF TEACHING

Easier Related Sequential Levels	Activity Presented	Variations to Reinforce at Same Level	More Difficult Sequential Levels

APPENDIX C

Raw Scores

TABLE 30

EXPERIMENTAL GROUP PUPIL DATA: SEX, GRADE, CHRONOLOGICAL AGE, MENTAL AGE, AND INTELLIGENCE QUOTIENTS*

Pupil	Grade	September 1, 1957 C. A.	Binet M. A.	Binet I. Q.	WISC (Performance) I. Q.
Boys					
1.	5	11-7	6-10	59	62
2.	2	8-8	6-9	78	75
3.	6	11-4	6-4	56	71
4.	1	8-1	5-10	72	78
5.	7	13-2	8-4	64	62
6.	2	7-9	5-11	76	82
7.	6	12-4	8-5	68	65
8.	5	12-3	9-5	77	80
9.	4	9-8	6-8	69	58
10.	2	8-5	6-5	76	71
11.	2	8-11	6-1	68	76
12.	4	9-2	6-2	67	82
Girls					
1.	2	8-4	5-0	60	Not meas.
2.	3	9-0	6-0	67	82
3.	7	13-5	8-1	61	61
4.	3	8-9	6-10	78	64
5.	3	8-11	6-4	71	78
6.	6	12-4	9-0	73	85
7.	4	10-7	7-10	74	74
8.	4	10-4	6-10	66	76
9.	5	11-5	8-7	75	72

---

*Pupils appear in the order of their earned raw scores in the tables which follow.

TABLE 31

CONTROL GROUP PUPIL DATA: SEX, GRADE, CHRONOLOGICAL AGE, MENTAL AGE, AND INTELLIGENCE QUOTIENTS

		September 1, 1957			WISC (Performance)
			Binet		
Pupil	Grade	C.A.	M.A.	I.Q.	I.Q.
Boys					
1.	4	12-11	9-10	76	83
2.	3	10-0	7-1	71	61
3.	3	9-0	6-9	75	78
4.	5	12-8	7-5	59	58
5.	4	11-9	8-2	70	75
6.	3	9-4	7-1	76	71
7.	4	12-7	8-0	63	69
8.	3	9-3	7-1	77	80
9.	6	12-8	8-1	64	68
10.	3	9-10	6-11	70	82
11.	4	11-7	7-5	64	65
12.	4	9-5	7-0	74	80
Girls					
1.	2	9-8	5-6	57	Not meas.
2.	1	8-3	6-0	73	85
3.	7	13-6	9-1	68	74
4.	3	10-2	6-8	66	80
5.	5	10-10	6-6	60	74
6.	7	13-0	7-8	59	68
7.	3	9-8	6-6	67	78
8.	5	10-6	7-7	72	68

---

[*] Pupils appear in the order of their earned raw scores in the tables which follow.

TABLE 32

RAW SCORES OF EXPERIMENTAL SUBJECTS ON EACH OF FOUR ADMINISTRATIONS OF CALENDAR TEST

	1957-1958 School Year						1958-1959 School Year					
	I			II			III			IV		
Pupil	a.	b.	Total	a.	b.	Total	a.	b.	Total	a.	b.	Total
Boys												
1.	16	17	33	21	19	40	22	22	44	45	40	85
2.	9	10	19	15	15	30	14	16	30	31	31	62
3.	60	60	120	60	60	120	66	66	132	65	67	132
4.	27	36	63	38	37	75	45	39	84	54	57	111
5.	45	48	93	54	54	108	59	62	121	65	67	132
6.	13	13	26	9	3	12	15	14	29	19	18	37
7.	13	16	29	22	26	48	28	34	62	31	43	74
8.	34	40	74	52	44	96	48	46	94	52	56	108
9.	38	43	81	34	38	72	36	38	74	51	55	106
10.	10	11	21	31	35	66	33	35	68	34	37	71
11.	3	4	7	6	6	12	4	4	8	15	17	32
12.	32	32	64	39	40	79	36	41	77	40	43	83
Girls												
1.	2	4	6	4	3	7	3	5	8	6	5	11
2.	14	16	30	14	17	31	28	32	60	33	40	73
3.	56	56	112	62	66	128	63	63	126	63	63	126
4.	27	29	56	39	37	76	35	40	75	56	54	110
5.	47	53	100	57	55	112	61	60	121	62	59	121
6.	27	41	68	36	37	73	36	38	74	41	43	84
7.	38	45	83	54	55	109	48	56	104	58	59	117
8.	35	33	68	40	35	75	46	44	90	43	40	83
9.	46	58	104	51	58	109	60	61	121	66	65	131

TABLE 33

RAW SCORES OF CONTROL SUBJECTS ON EACH OF FOUR ADMINISTRATIONS OF CALENDAR TEST

	1957-1958 School Year						1958-1959 School Year					
	I			II			III			IV		
Pupil	a.	b.	Total	a.	b.	Total	a.	b.	Total	a.	b.	Total
Boys												
1.	46	42	88	49	41	90	51	52	103	52	53	105
2.	23	25	48	35	34	69	28	26	54	37	40	77
3.	16	16	32	22	20	42	17	17	34	21	20	41
4.	46	45	91	49	49	98	48	50	98	51	52	103
5.	54	55	109	60	62	122	60	62	122	61	66	127
6.	45	45	90	58	59	117	54	55	109	57	60	117
7.	46	47	93	55	52	107	51	49	100	52	55	107
8.	36	41	77	47	49	96	51	53	104	53	54	107
9.	33	38	71	43	42	85	47	50	97	44	43	87
10.	11	12	23	16	13	29	12	8	20	8	9	17
11.	45	48	93	47	50	97	54	54	108	55	57	112
12.	18	25	43	24	25	49	27	26	53	32	32	64
Girls												
1.	31	32	63	26	31	57	33	33	66	39	42	81
2.	26	28	54	30	30	60	33	36	69	35	36	71
3.	26	32	58	36	35	71	37	40	77	38	38	76
4.	4	4	8	6	6	12	5	5	10	10	11	21
5.	30	32	62	34	36	70	31	33	64	49	44	93
6.	44	40	84	64	61	125	56	66	122	65	64	129
7.	27	25	52	25	25	50	34	39	73	50	47	97
8.	32	34	66	42	44	86	42	43	85	45	42	87

TABLE 34

RAW SCORES OF EXPERIMENTAL SUBJECTS ON EACH OF FOUR ADMINISTRATIONS OF CLOCK TEST

	1957-1958 School Year						1958-1959 School Year					
	I			II			III			IV		
Pupil	a.	b.	Total	a.	b.	Total	a.	b.	Total	a.	b.	Total
Boys												
1.	21	21	42	19	19	38	35	33	68	43	40	83
2.	8	9	17	19	19	38	18	18	36	20	20	40
3.	35	35	70	38	38	76	45	45	90	45	45	90
4.	25	23	48	26	26	52	25	25	50	26	26	52
5.	38	40	78	43	43	86	44	44	88	44	44	88
6.	10	10	20	14	11	25	20	19	39	29	30	59
7.	19	16	35	24	27	51	34	37	71	38	38	76
8.	19	19	38	21	23	44	21	21	42	35	35	70
9.	25	25	50	24	22	46	24	20	44	32	29	61
10.	15	14	29	15	15	30	17	17	34	24	24	48
11.	16	13	29	23	23	46	18	19	37	22	22	44
12.	18	18	36	18	18	36	19	19	38	23	23	46
Girls												
1.	12	11	23	17	19	36	14	16	30	16	17	33
2.	17	18	35	19	19	38	28	28	56	30	30	60
3.	11	11	22	24	22	46	38	35	73	38	36	74
4.	18	15	33	22	22	44	18	18	36	25	25	50
5.	31	26	57	38	33	71	39	34	73	39	39	78
6.	36	37	73	37	39	76	39	39	78	44	44	88
7.	16	16	32	14	15	29	19	19	38	18	18	36
8.	18	19	37	19	19	38	19	16	35	19	19	38
9.	27	26	53	37	34	71	40	38	78	38	39	77

TABLE 35

RAW SCORES OF CONTROL SUBJECTS ON EACH OF FOUR ADMINISTRATIONS OF CLOCK TEST

	1957-1958 School Year						1958-1959 School Year					
	I			II			III			IV		
Pupil	a.	b.	Total	a.	b.	Total	a.	b.	Total	a.	b.	Total
Boys												
1.	16	16	32	22	22	44	22	22	44	22	22	44
2.	25	28	53	31	30	61	33	33	66	37	31	68
3.	11	11	22	15	14	29	18	15	33	21	20	41
4.	40	40	80	40	41	81	36	38	74	37	38	75
5.	29	29	58	34	29	63	35	33	68	30	32	62
6.	33	34	67	32	30	62	35	36	71	35	36	71
7.	19	19	38	20	20	40	31	28	59	23	23	46
8.	24	25	49	26	26	52	29	30	59	29	30	59
9.	29	28	57	32	33	65	27	26	53	42	40	82
10.	11	11	22	11	11	22	11	11	22	11	11	22
11.	17	14	31	20	20	40	22	20	42	19	19	38
12.	19	19	38	20	19	39	22	23	45	19	19	38
Girls												
1.	21	20	41	26	26	52	26	23	49	33	33	66
2.	23	23	46	26	25	51	23	23	46	29	28	57
3.	27	34	61	35	39	74	42	41	83	43	42	85
4.	18	17	35	17	17	34	17	17	34	18	19	37
5.	11	11	22	11	12	23	11	11	22	20	19	39
6.	30	32	62	29	26	55	39	39	78	40	40	80
7.	19	17	36	25	25	50	22	22	44	25	26	51
8.	11	11	22	22	22	44	17	17	34	24	24	48

TABLE 36

RAW SCORES OF EXPERIMENTAL SUBJECTS ON EACH OF FOUR ADMINISTRATIONS OF COMMON SIGNS TEST

Pupil	1957-1958 School Year		1958-1959 School Year	
	I	II	III	IV
Boys				
1.	3	4	6	8
2.	1	7	4	22
3.	39	37	42	42
4.	22	31	32	38
5.	40	39	36	40
6.	2	2	1	4
7.	2	2	2	10
8.	28	41	31	42
9.	23	33	30	33
10.	5	22	12	24
11.	3	8	8	9
12.	9	11	15	15
Girls				
1.	3	3	2	4
2.	4	14	10	15
3.	41	44	43	43
4.	12	20	23	32
5.	37	38	40	43
6.	21	19	22	25
7.	29	33	36	38
8.	19	24	41	33
9.	37	43	26	41

TABLE 37

RAW SCORES OF CONTROL SUBJECTS ON EACH OF FOUR ADMINISTRATIONS OF COMMON SIGNS TEST

Pupil	1957-1958 School Year I	 II	1958-1959 School Year III	 IV
Boys				
1.	16	25	24	30
2.	6	7	5	17
3.	6	8	11	11
4.	42	43	43	43
5.	39	39	40	40
6.	31	39	36	38
7.	24	32	29	32
8.	26	31	32	35
9.	32	31	35	35
10.	4	4	6	8
11.	32	39	38	39
12.	6	1	9	10
Girls				
1.	15	27	27	30
2.	8	10	12	13
3.	15	16	18	16
4.	6	9	9	11
5.	16	22	26	26
6.	28	32	38	40
7.	2	7	7	6
8.	31	37	37	39

TABLE 38

RAW SCORES OF EXPERIMENTAL SUBJECTS ON EACH OF FOUR ADMINISTRATIONS OF MONEY TEST

	1957-1958 School Year						1958-1959 School Year					
	I			II			III			IV		
Pupil	a.	b.	Total	a.	b.	Total	a.	b.	Total	a.	b.	Total
Boys												
1.	23	21	44	24	25	49	26	25	51	29	26	55
2.	6	9	15	13	12	25	10	10	20	22	20	42
3.	35	32	67	33	31	64	43	43	86	40	42	82
4.	9	9	18	10	12	22	15	13	28	22	19	41
5.	29	30	59	28	31	59	37	35	72	38	38	76
6.	19	11	30	18	12	30	18	20	38	23	23	46
7.	30	29	59	30	29	59	34	32	66	35	32	67
8.	25	26	51	28	29	57	30	32	62	35	35	70
9.	16	16	32	19	18	37	24	22	46	22	21	43
10.	8	8	16	15	14	29	18	18	36	23	22	45
11.	12	12	24	22	19	41	22	21	43	25	23	48
12.	20	18	38	22	20	42	22	20	42	23	24	47
Girls												
1.	5	5	10	9	10	19	11	12	23	14	11	25
2.	17	15	32	17	18	35	21	22	43	20	18	38
3.	25	21	46	26	26	52	27	30	57	30	30	60
4.	11	9	20	13	13	26	16	13	29	17	18	35
5.	16	20	36	21	20	41	28	31	59	31	27	58
6.	27	29	56	30	30	60	35	35	70	38	40	78
7.	20	18	38	21	20	41	20	21	41	23	22	45
8.	22	22	44	25	24	49	29	27	56	28	25	53
9.	27	24	51	27	26	53	24	23	47	33	32	65

TABLE 39

RAW SCORES OF CONTROL SUBJECTS ON EACH OF FOUR ADMINISTRATIONS OF MONEY TEST

	1957-1958 School Year						1958-1959 School Year					
	I			II			III			IV		
Pupil	a.	b.	Total	a.	b.	Total	a.	b.	Total	a.	b.	Total
Boys												
1.	28	25	53	27	29	56	34	33	67	36	35	71
2.	27	29	56	24	26	50	34	32	66	33	31	64
3.	16	14	30	20	19	39	20	19	39	21	22	43
4.	24	24	48	25	25	50	30	31	61	33	32	65
5.	27	29	56	33	34	67	35	35	70	36	37	73
6.	35	31	66	36	34	70	35	35	70	35	37	72
7.	24	24	48	27	25	52	27	26	53	34	36	70
8.	24	22	46	26	24	50	33	34	67	28	33	61
9.	29	27	56	30	29	59	33	33	66	34	34	68
10.	14	14	28	15	16	31	19	17	36	20	21	41
11.	16	17	33	17	18	35	20	21	41	20	21	41
12.	20	20	40	23	25	48	27	25	52	26	25	51
Girls												
1.	18	15	33	17	17	34	20	19	39	22	20	42
2.	8	7	15	12	12	24	17	13	30	18	18	36
3.	29	31	60	31	34	65	33	35	68	34	33	67
4.	16	12	28	17	18	35	21	20	41	22	17	39
5.	23	24	47	23	27	50	26	27	53	26	27	53
6.	35	30	65	34	37	71	37	37	74	38	38	76
7.	24	23	47	25	25	50	24	23	47	30	31	61
8.	19	19	38	20	19	39	22	20	42	24	23	47

TABLE 40

RAW SCORES OF EXPERIMENTAL SUBJECTS ON EACH OF FOUR ADMINISTRATIONS OF ARITHMETIC COMBINATIONS TEST

	1957-1958 School Year									
	I					II				
Pupil	Total	Add.	Sub.	Mul.	Div.	Total	Add.	Sub.	Mul.	Div.
Boys										
1.	239	97	64	73	5	221	99	65	56	1
2.	6	5	1	0	0	70	65	5	0	0
3.	10	10	0	0	0	47	29	6	12	0
4.	385	100	100	96	89	385	99	100	97	89
5.	33	30	3	0	0	64	46	18	0	0
6.	276	96	92	48	40	361	90	95	93	83
7.	147	68	25	48	6	263	97	95	54	17
8.	64	24	40	0	0	146	88	58	0	0
9.	30	30	0	0	0	164	90	74	0	0
10.	186	93	66	27	0	148	66	45	23	14
11.	202	90	69	20	23	275	88	30	99	58
12.	381	98	94	99	90	388	99	100	100	89
Girls										
1.	17	9	8	0	0	16	8	8	0	0
2.	194	97	97	0	0	348	97	100	83	68
3.	371	100	99	89	83	366	100	99	86	81
4.	21	12	9	0	0	24	10	14	0	0
5.	229	94	50	61	24	373	96	91	97	89
6.	321	98	88	64	71	383	100	97	98	88
7.	183	70	90	23	0	388	100	100	99	89
8.	219	97	81	29	12	246	97	58	68	23
9.	342	84	74	94	90	342	86	77	89	90

TABLE 40 (continued)

	1958-1959 School Year									
	III					IV				
Pupil	Total	Add.	Sub.	Mul.	Div.	Total	Add.	Sub.	Mul.	Div.
Boys										
1.	229	95	78	56	0	371	92	97	97	85
2.	73	73	0	0	0	180	96	84	0	0
3.	387	99	99	100	89	390	100	100	100	90
4.	53	41	12	0	0	131	80	51	0	0
5.	385	100	100	97	88	388	100	100	98	90
6.	62	56	6	0	0	164	73	91	0	0
7.	185	88	76	6	15	360	100	89	99	72
8.	267	81	87	72	27	325	80	95	94	56
9.	91	91	0	0	0	171	93	29	24	25
10.	88	64	24	0	0	190	89	67	27	7
11.	152	77	75	0	0	179	92	87	0	0
12.	308	95	84	79	50	325	95	62	94	74
Girls										
1.	0	0	0	0	0	12	12	0	0	0
2.	276	98	96	82	0	370	99	90	94	87
3.	19	19	0	0	0	35	27	8	0	0
4.	368	97	99	91	81	376	100	96	98	82
5.	372	92	92	100	88	363	97	85	96	85
6.	352	96	93	82	81	336	95	95	72	74
7.	346	99	97	85	65	315	89	85	79	62
8.	226	99	82	39	6	257	100	87	56	14
9.	347	84	77	97	89	363	99	77	97	90

TABLE 41

RAW SCORES OF CONTROL SUBJECTS ON EACH OF FOUR ADMINISTRATIONS OF ARITHMETIC COMBINATIONS TEST

	1957-1958 School Year									
	I					II				
Pupil	Total	Add.	Sub.	Mul.	Div.	Total	Add.	Sub.	Mul.	Div.
Boys										
1.	158	81	51	18	8	216	99	83	23	11
2.	347	100	90	90	67	383	100	98	96	89
3.	123	81	42	0	0	180	95	85	0	0
4.	228	80	65	82	1	265	87	77	98	3
5.	376	99	92	96	89	379	96	97	96	90
6.	277	87	83	65	42	387	98	100	99	90
7.	142	75	67	0	0	380	100	98	99	83
8.	128	90	38	0	0	263	84	84	64	31
9.	110	38	32	36	4	61	32	17	9	3
10.	210	71	94	13	32	183	80	92	11	0
11.	63	34	13	16	0	141	66	18	22	35
12.	145	50	40	31	24	141	87	0	35	19
Girls										
1.	22	22	0	0	0	146	100	46	0	0
2.	140	82	58	0	0	163	81	82	0	0
3.	108	80	6	5	17	313	84	83	79	67
4.	13	13	0	0	0	62	16	9	5	32
5.	205	99	59	26	21	279	97	100	50	32
6.	374	94	96	94	90	386	99	98	100	89
7.	149	90	7	29	23	176	15	45	86	30
8.	11	9	2	0	0	152	71	58	2	21

TABLE 41 (continued)

	1958-1959 School Year									
Pupil	III Total	Add.	Sub.	Mul.	Div.	IV Total	Add.	Sub.	Mul.	Div.
Boys										
1.	230	81	87	34	28	225	97	69	41	18
2.	373	94	91	99	89	388	100	98	100	90
3.	152	75	77	0	0	179	91	50	38	0
4.	350	97	85	93	75	167	87	27	44	9
5.	378	98	97	93	90	368	99	98	81	90
6.	380	100	99	91	90	381	100	91	100	90
7.	196	99	95	2	0	373	92	100	96	85
8.	203	96	57	43	7	362	97	97	93	75
9.	98	61	23	9	5	138	70	25	28	15
10.	189	95	81	13	0	205	91	75	39	0
11.	139	91	37	6	5	167	78	52	36	1
12.	147	67	63	17	0	374	97	93	99	85
Girls										
1.	126	80	46	0	0	159	99	46	14	0
2.	162	92	68	2	0	319	100	98	70	51
3.	184	84	89	11	0	157	86	9	18	44
4.	183	92	91	0	0	75	65	10	0	0
5.	257	97	96	33	31	252	96	99	33	24
6.	382	99	100	96	87	361	80	94	98	89
7.	292	99	72	85	36	311	86	68	84	73
8.	98	62	30	5	1	68	68	0	0	0

TABLE 42

PUPIL DEVELOPMENT INVENTORY
PARENTS OF EXPERIMENTAL SUBJECTS*
FALL 1957

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	11	
	Frequently	4	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			16
2. Hangs own clothes	Usually	6	
	Frequently	6	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			16
3. Can use fork	Usually	14	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			15
4. Can cut with knife	Usually	10	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			16
5. Combs and brushes hair by self	Usually	10	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			15

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*16 reported.

TABLE 42 (continued)

6. Ties own shoes	Usually	13	
	Frequently	0	
	Sometimes	2	
	Never	0	
	Not Applicable	0	15
7. Dresses self (for school, play periods, etc.)	Usually	13	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	0	16
8. Keeps self adequately groomed	Usually	9	
	Frequently	7	
	Sometimes	0	
	Never	0	
	Not Applicable	0	16
9. Selects appropriate clothes for weather conditions	Usually	12	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	0	16
10. Keeps personal belongings in appropriate order	Usually	9	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	0	15
SOCIAL SKILLS			
11. Follows simple directions	Usually	8	
	Frequently	5	
	Sometimes	3	
	Never	0	
	Not Applicable	0	16

TABLE 42 (continued)

12. Plays with children younger than self	Usually	8	
	Frequently	3	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			15
13. Plays with children of own age	Usually	10	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			16
14. Plays with children older than self	Usually	5	
	Frequently	3	
	Sometimes	7	
	Never	0	
	Not Applicable	0	
			15
15. Participates willingly in organized games	Usually	6	
	Frequently	8	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			16
16. Initiates play in group situations	Usually	3	
	Frequently	2	
	Sometimes	10	
	Never	0	
	Not Applicable	0	
			15
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	8	
	Frequently	4	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			16
18. Listens when the situation calls for it	Usually	6	
	Frequently	7	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			16

TABLE 42 (continued)

19. Recognizes right from wrong in social situations	Usually	11	
	Frequently	4	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			16
20. Carries on conversation with children in own age group	Usually	9	
	Frequently	5	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			16
21. Speaks appropriately when greeted	Usually	8	
	Frequently	5	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			16
22. Carries on conversation with adults	Usually	5	
	Frequently	6	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			15
23. Makes social introductions	Usually	1	
	Frequently	4	
	Sometimes	5	
	Never	5	
	Not Applicable	1	
			16
24. Makes telephone calls	Usually	5	
	Frequently	4	
	Sometimes	1	
	Never	3	
	Not Applicable	1	
			14
25. Writes occasional short letters	Usually	2	
	Frequently	3	
	Sometimes	6	
	Never	3	
	Not Applicable	1	
			15

TABLE 42 (continued)

RESPONSIBILITY			
26. Performs responsible routine chores	Usually	7	
	Frequently	7	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			16
27. Makes directed purchases such as groceries	Usually	2	
	Frequently	4	
	Sometimes	4	
	Never	4	
	Not Applicable	1	
			15
28. Can be trusted with money	Usually	9	
	Frequently	3	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			16
29. Makes independent purchases such as birthday gifts	Usually	6	
	Frequently	3	
	Sometimes	3	
	Never	4	
	Not Applicable	0	
			16
30. Watches time in order to make scheduled appointments	Usually	8	
	Frequently	1	
	Sometimes	4	
	Never	3	
	Not Applicable	0	
			16
31. Performs routine tasks for others without being told	Usually	3	
	Frequently	6	
	Sometimes	7	
	Never	0	
	Not Applicable	0	
			16

TABLE 42 (continued)

32. Cares for younger children in own house	Usually	4	
	Frequently	3	
	Sometimes	1	
	Never	5	
	Not Applicable	2	
			15
33. Goes out nights unrestricted	Usually	1	
	Frequently	0	
	Sometimes	0	
	Never	12	
	Not Applicable	3	
			16
34. Goes to distant points alone	Usually	1	
	Frequently	1	
	Sometimes	2	
	Never	9	
	Not Applicable	2	
			15
35. Cares for younger children in neighbor's home	Usually	1	
	Frequently	0	
	Sometimes	2	
	Never	9	
	Not Applicable	4	
			16

TABLE 43

PUPIL DEVELOPMENT INVENTORY
PARENTS OF EXPERIMENTAL SUBJECTS*
SPRING 1958

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	10	
	Frequently	7	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			17
2. Hangs own clothes	Usually	11	
	Frequently	5	
	Sometimes	0	
	Never	1	
	Not Applicable	0	
			17
3. Can use fork	Usually	17	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			17
4. Can cut with knife	Usually	14	
	Frequently	3	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			17
5. Combs and brushes hair by self	Usually	11	
	Frequently	5	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			17

*17 reported.

TABLE 43 (continued)

6. Ties own shoes	Usually	13	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			17
7. Dresses self (for school, play periods, etc.)	Usually	15	
	Frequently	2	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			17
8. Keeps self adequately groomed	Usually	10	
	Frequently	6	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			17
9. Selects appropriate clothes for weather conditions	Usually	9	
	Frequently	6	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			17
10. Keeps personal belongings in appropriate order	Usually	5	
	Frequently	9	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			17
SOCIAL SKILLS			
11. Follows simple directions	Usually	10	
	Frequently	5	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			17

TABLE 43 (continued)

12. Plays with children younger than self	Usually	7	
	Frequently	5	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			16
13. Plays with children of own age	Usually	12	
	Frequently	4	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			17
14. Plays with children older than self	Usually	5	
	Frequently	8	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			16
15. Participates willingly in organized games	Usually	7	
	Frequently	6	
	Sometimes	2	
	Never	2	
	Not Applicable	0	
			17
16. Initiates play in group situations	Usually	1	
	Frequently	8	
	Sometimes	6	
	Never	1	
	Not Applicable	0	
			16
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	8	
	Frequently	6	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			17
18. Listens when the situation calls for it	Usually	7	
	Frequently	9	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			17

TABLE 43 (continued)

19. Recognizes right from wrong in social situations	Usually	9	
	Frequently	6	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			17
20. Carries on conversation with children in own age group	Usually	10	
	Frequently	5	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			17
21. Speaks appropriately when greeted	Usually	9	
	Frequently	6	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			17
22. Carries on conversation with adults	Usually	6	
	Frequently	9	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			17
23. Makes social introductions	Usually	2	
	Frequently	2	
	Sometimes	8	
	Never	4	
	Not Applicable	1	
			17
24. Makes telephone calls	Usually	6	
	Frequently	3	
	Sometimes	3	
	Never	2	
	Not Applicable	0	
			14
25. Writes occasional short letters	Usually	5	
	Frequently	2	
	Sometimes	7	
	Never	2	
	Not Applicable	1	
			17

TABLE 43 (continued)

RESPONSIBILITY

26. Performs responsible routine chores	Usually	8	
	Frequently	7	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			17
27. Makes directed purchases such as groceries	Usually	4	
	Frequently	4	
	Sometimes	3	
	Never	4	
	Not Applicable	2	
			17
28. Can be trusted with money	Usually	12	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			17
29. Makes independent purchases such as birthday gifts	Usually	6	
	Frequently	3	
	Sometimes	6	
	Never	2	
	Not Applicable	0	
			17
30. Watches time in order to make scheduled appointments	Usually	8	
	Frequently	1	
	Sometimes	6	
	Never	2	
	Not Applicable	0	
			17
31. Performs routine tasks for others without being told	Usually	3	
	Frequently	9	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			17

TABLE 43 (continued)

32. Cares for younger children in own house	Usually	4	
	Frequently	3	
	Sometimes	2	
	Never	4	
	Not Applicable	2	
			15
33. Goes out nights unrestricted	Usually	1	
	Frequently	1	
	Sometimes	2	
	Never	10	
	Not Applicable	2	
			16
34. Goes to distant points alone	Usually	1	
	Frequently	3	
	Sometimes	3	
	Never	7	
	Not Applicable	2	
			16
35. Cares for younger children in neighbor's home	Usually	0	
	Frequently	0	
	Sometimes	1	
	Never	11	
	Not Applicable	4	
			16

TABLE 44

PUPIL DEVELOPMENT INVENTORY
PARENTS OF EXPERIMENTAL SUBJECTS*
FALL 1958

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	14	
	Frequently	1	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			19
2. Hangs own clothes	Usually	10	
	Frequently	6	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			19
3. Can use fork	Usually	17	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			18
4. Can cut with knife	Usually	13	
	Frequently	4	
	Sometimes	0	
	Never	1	
	Not Applicable	0	
			18
5. Combs and brushes hair by self	Usually	13	
	Frequently	4	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			18

*19 reported.

TABLE 44 (continued)

6. Ties own shoes	Usually	16	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			18
7. Dresses self (for school, play periods, etc.)	Usually	18	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			19
8. Keeps self adequately groomed	Usually	11	
	Frequently	6	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			19
9. Selects appropriate clothes for weather conditions	Usually	10	
	Frequently	5	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			19
10. Keeps personal belongings in appropriate order	Usually	8	
	Frequently	7	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			19
SOCIAL SKILLS			
11. Follows simple directions	Usually	10	
	Frequently	4	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			18

TABLE 44 (continued)

12. Plays with children younger than self	Usually	9	
	Frequently	6	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			19
13. Plays with children of own age	Usually	11	
	Frequently	6	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			19
14. Plays with children older than self	Usually	4	
	Frequently	9	
	Sometimes	6	
	Never	0	
	Not Applicable	0	
			19
15. Participates willingly in organized games	Usually	11	
	Frequently	4	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			19
16. Initiates play in group situations	Usually	5	
	Frequently	6	
	Sometimes	7	
	Never	0	
	Not Applicable	0	
			18
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	6	
	Frequently	7	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			18
18. Listens when the situation calls for it	Usually	9	
	Frequently	6	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			19

TABLE 44 (continued)

19. Recognizes right from wrong in social situations	Usually	11	
	Frequently	5	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			19
20. Carries on conversation with children in own age group	Usually	12	
	Frequently	5	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			19
21. Speaks appropriately when greeted	Usually	11	
	Frequently	3	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			19
22. Carries on conversation with adults	Usually	9	
	Frequently	6	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			19
23. Makes social introductions	Usually	3	
	Frequently	3	
	Sometimes	6	
	Never	6	
	Not Applicable	1	
			19
24. Makes telephone calls	Usually	11	
	Frequently	1	
	Sometimes	2	
	Never	3	
	Not Applicable	0	
			17
25. Writes occasional short letters	Usually	7	
	Frequently	2	
	Sometimes	7	
	Never	3	
	Not Applicable	0	
			19

TABLE 44 (continued)

RESPONSIBILITY

26. Performs responsible routine chores	Usually	10	
	Frequently	5	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			19
27. Makes directed purchases such as groceries	Usually	11	
	Frequently	2	
	Sometimes	3	
	Never	2	
	Not Applicable	0	
			18
28. Can be trusted with money	Usually	14	
	Frequently	1	
	Sometimes	3	
	Never	0	
	Not Applicable	1	
			19
29. Makes independent purchases such as birthday gifts	Usually	7	
	Frequently	5	
	Sometimes	4	
	Never	3	
	Not Applicable	0	
			19
30. Watches time in order to make scheduled appointments	Usually	9	
	Frequently	5	
	Sometimes	3	
	Never	2	
	Not Applicable	0	
			19
31. Performs routine tasks for others without being told	Usually	5	
	Frequently	6	
	Sometimes	6	
	Never	2	
	Not Applicable	0	
			19

TABLE 44 (continued)

32. Cares for younger children in own house	Usually	5	
	Frequently	2	
	Sometimes	6	
	Never	3	
	Not Applicable	2	
			18
33. Goes out nights unrestricted	Usually	0	
	Frequently	1	
	Sometimes	2	
	Never	11	
	Not Applicable	4	
			18
34. Goes to distant points alone	Usually	1	
	Frequently	2	
	Sometimes	5	
	Never	7	
	Not Applicable	2	
			17
35. Cares for younger children in neighbor's home	Usually	4	
	Frequently	0	
	Sometimes	1	
	Never	9	
	Not Applicable	4	
			18

TABLE 45

PUPIL DEVELOPMENT INVENTORY
PARENTS OF EXPERIMENTAL PARENTS*
SPRING 1959

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	11	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			16
2. Hangs own clothes	Usually	10	
	Frequently	2	
	Sometimes	2	
	Never	1	
	Not Applicable	1	
			15
3. Can use fork	Usually	13	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			16
4. Can cut with knife	Usually	8	
	Frequently	6	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			16
5. Combs and brushes hair by self	Usually	11	
	Frequently	3	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			16

*16 reported.

TABLE 45 (continued)

6. Ties own shoes	Usually	12	
	Frequently	3	
	Sometimes	0	
	Never	1	
	Not Applicable	0	
			16
7. Dresses self (for school, play periods, etc.)	Usually	14	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			15
8. Keeps self adequately groomed	Usually	9	
	Frequently	3	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			15
9. Selects appropriate clothes for weather conditions	Usually	8	
	Frequently	4	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			16
10. Keeps personal belongings in appropriate order	Usually	9	
	Frequently	3	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			15
SOCIAL SKILLS			
11. Follows simple directions	Usually	9	
	Frequently	4	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			14

TABLE 45 (continued)

12. Plays with children younger than self	Usually	8	
	Frequently	2	
	Sometimes	6	
	Never	0	
	Not Applicable	0	
			16
13. Plays with children of own age	Usually	8	
	Frequently	7	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			16
14. Plays with children older than self	Usually	7	
	Frequently	2	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			14
15. Participates willingly in organized games	Usually	9	
	Frequently	5	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			14
16. Initiates play in group situations	Usually	8	
	Frequently	3	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			16
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	5	
	Frequently	5	
	Sometimes	6	
	Never	0	
	Not Applicable	0	
			16
18. Listens when the situation calls for it	Usually	8	
	Frequently	5	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			16

TABLE 45 (continued)

19. Recognizes right from wrong in social situations	Usually	8	
	Frequently	6	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			16
20. Carries on conversation with children in own age group	Usually	8	
	Frequently	3	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			15
21. Speaks appropriately when greeted	Usually	7	
	Frequently	8	
	Sometimes	0	
	Never	1	
	Not Applicable	0	
			15
22. Carries on conversation with adults	Usually	7	
	Frequently	4	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			16
23. Makes social introductions	Usually	3	
	Frequently	2	
	Sometimes	8	
	Never	1	
	Not Applicable	1	
			15
24. Makes telephone calls	Usually	8	
	Frequently	2	
	Sometimes	3	
	Never	2	
	Not Applicable	1	
			16
25. Writes occasional short letters	Usually	3	
	Frequently	4	
	Sometimes	9	
	Never	0	
	Not Applicable	0	
			16

TABLE 45 (continued)

RESPONSIBILITY			
26. Performs responsible routine chores	Usually	8	
	Frequently	5	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			16
27. Makes directed purchases such as groceries	Usually	6	
	Frequently	5	
	Sometimes	2	
	Never	2	
	Not Applicable	1	
			16
28. Can be trusted with money	Usually	9	
	Frequently	4	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			16
29. Makes independent purchases such as birthday gifts	Usually	9	
	Frequently	2	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			15
30. Watches time in order to make scheduled appointments	Usually	10	
	Frequently	3	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			16
31. Performs routine tasks for other without being told	Usually	5	
	Frequently	5	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			15

TABLE 45 (continued)

32. Cares for younger children in own house	Usually	6	
	Frequently	2	
	Sometimes	5	
	Never	2	
	Not Applicable	1	
			16
33. Goes out nights unrestricted	Usually	2	
	Frequently	0	
	Sometimes	3	
	Never	8	
	Not Applicable	3	
			16
34. Goes to distant points alone	Usually	1	
	Frequently	0	
	Sometimes	8	
	Never	5	
	Not Applicable	2	
			16
35. Cares for younger children in neighbor's home	Usually	2	
	Frequently	0	
	Sometimes	2	
	Never	6	
	Not Applicable	6	
			16

TABLE 46

PUPIL DEVELOPMENT INVENTORY
PARENTS OF CONTROL SUBJECTS*
FALL 1957

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	7	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			10
2. Hangs own clothes	Usually	3	
	Frequently	1	
	Sometimes	6	
	Never	0	
	Not Applicable	0	
			10
3. Can use fork	Usually	9	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			10
4. Can cut with knife	Usually	8	
	Frequently	2	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			10
5. Combs and brushes hair by self	Usually	7	
	Frequently	1	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			10

*10 reported.

TABLE 46 (continued)

6. Ties own shoes	Usually	9	
	Frequently	0	
	Sometimes	0	
	Never	1	
	Not Applicable	0	
			10
7. Dresses self (for school, play periods, etc.)	Usually	10	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			10
8. Keeps self adequately groomed	Usually	6	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			10
9. Selects appropriate clothes for weather conditions	Usually	5	
	Frequently	3	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			10
10. Keeps personal belongings in appropriate order	Usually	2	
	Frequently	3	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			10
SOCIAL SKILLS			
11. Follows simple directions	Usually	7	
	Frequently	3	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			10

TABLE 46 (continued)

12. Plays with children younger than self	Usually	2	
	Frequently	4	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			10
13. Plays with children of own age	Usually	6	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			10
14. Plays with children older than self	Usually	2	
	Frequently	2	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			10
15. Participates willingly in organized games	Usually	6	
	Frequently	1	
	Sometimes	1	
	Never	2	
	Not Applicable	0	
			10
16. Initiates play in group situations	Usually	3	
	Frequently	1	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			10
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	4	
	Frequently	4	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			10
18. Listens when the situation calls for it	Usually	4	
	Frequently	3	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			10

TABLE 46 (continued)

19. Recognizes right from wrong in social situations	Usually	7	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			10
20. Carries on conversation with children in own age group	Usually	6	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			10
21. Speaks appropriately when greeted	Usually	8	
	Frequently	0	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			10
22. Carries on conversation with adults	Usually	4	
	Frequently	3	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			10
23. Makes social introductions	Usually	2	
	Frequently	2	
	Sometimes	3	
	Never	2	
	Not Applicable	1	
			10
24. Makes telephone calls	Usually	6	
	Frequently	1	
	Sometimes	1	
	Never	1	
	Not Applicable	1	
			10
25. Writes occasional short letters	Usually	2	
	Frequently	1	
	Sometimes	6	
	Never	0	
	Not Applicable	0	
			10

TABLE 46 (continued)

RESPONSIBILITY			
26. Performs responsible routine chores	Usually	4	
	Frequently	3	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			10
27. Makes directed purchases such as groceries	Usually	3	
	Frequently	2	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			10
28. Can be trusted with money	Usually	6	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			10
29. Makes independent purchases such as birthday gifts	Usually	4	
	Frequently	3	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			10
30. Watches time in order to make scheduled appointments	Usually	3	
	Frequently	2	
	Sometimes	4	
	Never	1	
	Not Applicable	1	
			10
31. Performs routine tasks for others without being told	Usually	3	
	Frequently	3	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			10

TABLE 46 (continued)

32. Cares for younger children in own house	Usually	3	
	Frequently	0	
	Sometimes	1	
	Never	3	
	Not Applicable	3	
			10
33. Goes out nights unrestricted	Usually	0	
	Frequently	1	
	Sometimes	0	
	Never	7	
	Not Applicable	2	
			10
34. Goes to distant points alone	Usually	2	
	Frequently	1	
	Sometimes	1	
	Never	4	
	Not Applicable	2	
			10
35. Cares for younger children in neighbor's home	Usually	1	
	Frequently	0	
	Sometimes	2	
	Never	5	
	Not Applicable	2	
			10

TABLE 47

PUPIL DEVELOPMENT INVENTORY
PARENTS OF CONTROL SUBJECTS*
SPRING 1958

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	4	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			8
2. Hangs own clothes	Usually	2	
	Frequently	1	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			8
3. Can use fork	Usually	6	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			8
4. Can cut with knife	Usually	4	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			8
5. Combs and brushes hair by self	Usually	4	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			8

*8 reported.

TABLE 47 (continued)

6. Ties own shoes	Usually	5	
	Frequently	1	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			8
7. Dresses self (for school, play periods, etc.)	Usually	7	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			8
8. Keeps self adequately groomed	Usually	3	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			8
9. Selects appropriate clothes for weather conditions	Usually	3	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			8
10. Keeps personal belongings in appropriate order	Usually	3	
	Frequently	0	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			8
SOCIAL SKILLS			
11. Follows simple directions	Usually	4	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			8
12. Plays with children younger than self	Usually	1	
	Frequently	2	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			8

TABLE 47 (continued)

13. Plays with children of own age	Usually	6	
	Frequently	2	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
14. Plays with children older than self	Usually	1	
	Frequently	1	
	Sometimes	6	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
15. Participates willingly in organized games	Usually	4	
	Frequently	1	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			$\overline{8}$
16. Initiates play in group situations	Usually	3	
	Frequently	0	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			$\overline{8}$
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	3	
	Frequently	3	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			$\overline{8}$
18. Listens when the situation calls for it	Usually	4	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
19. Recognizes right from wrong in social situations	Usually	4	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
20. Carries on conversation with children in own age group	Usually	4	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			$\overline{8}$

TABLE 47 (continued)

21. Speaks appropriately when greeted	Usually	4	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
22. Carries on conversation with adults	Usually	0	
	Frequently	4	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
23. Makes social introductions	Usually	1	
	Frequently	2	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			$\overline{8}$
24. Makes telephone calls	Usually	3	
	Frequently	0	
	Sometimes	2	
	Never	2	
	Not Applicable	1	
			$\overline{8}$
25. Writes occasional short letters	Usually	1	
	Frequently	0	
	Sometimes	4	
	Never	2	
	Not Applicable	0	
			$\overline{8}$
RESPONSIBILITY			
26. Performs responsible routine chores	Usually	2	
	Frequently	1	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
27. Makes directed purchases such as groceries	Usually	1	
	Frequently	1	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			$\overline{8}$

TABLE 47 (continued)

28. Can be trusted with money	Usually	6	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
29. Makes independent purchases such as birthday gifts	Usually	2	
	Frequently	2	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
30. Watches time in order to make scheduled appointments	Usually	2	
	Frequently	3	
	Sometimes	1	
	Never	2	
	Not Applicable	0	
			$\overline{8}$
31. Performs routine tasks for others without being told	Usually	4	
	Frequently	1	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			$\overline{8}$
32. Cares for younger children in own house	Usually	1	
	Frequently	0	
	Sometimes	2	
	Never	3	
	Not Applicable	2	
			$\overline{8}$
33. Goes out nights unrestricted	Usually	0	
	Frequently	0	
	Sometimes	0	
	Never	8	
	Not Applicable	0	
			$\overline{8}$
34. Goes to distant points alone	Usually	1	
	Frequently	0	
	Sometimes	1	
	Never	6	
	Not Applicable	0	
			$\overline{8}$
35. Cares for younger children in neighbor's home	Usually	1	
	Frequently	0	
	Sometimes	0	
	Never	7	
	Not Applicable	0	
			$\overline{8}$

TABLE 48

PUPIL DEVELOPMENT INVENTORY
PARENTS OF CONTROL SUBJECTS*
FALL 1958

Item	Evaluation	Number	Total
1. Washes hands before meals	Usually	8	
	Frequently	0	
	Sometimes	2	
	Never	1	
	Not Applicable	1	
			12
2. Hangs own clothes	Usually	5	
	Frequently	1	
	Sometimes	3	
	Never	2	
	Not Applicable	1	
			12
3. Can use fork	Usually	11	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			12
4. Can cut with knife	Usually	6	
	Frequently	3	
	Sometimes	2	
	Never	0	
	Not Applicable	1	
			12
5. Combs and brushes hair by self	Usually	10	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			12

*12 reported.

TABLE 48 (continued)

6. Ties own shoes	Usually	10	
	Frequently	0	
	Sometimes	0	
	Never	1	
	Not Applicable	1	
			12
7. Dresses self (for school, play periods, etc.)	Usually	10	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			12
8. Keeps self adequately groomed	Usually	7	
	Frequently	1	
	Sometimes	2	
	Never	1	
	Not Applicable	1	
			12
9. Selects appropriate clothes for weather conditions	Usually	7	
	Frequently	2	
	Sometimes	0	
	Never	1	
	Not Applicable	2	
			12
10. Keeps personal belongings in appropriate order	Usually	4	
	Frequently	3	
	Sometimes	2	
	Never	1	
	Not Applicable	1	
			11
SOCIAL SKILLS			
11. Follows simple directions	Usually	7	
	Frequently	1	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			11

TABLE 48 (continued)

12. Plays with children younger than self	Usually	4	
	Frequently	1	
	Sometimes	7	
	Never	0	
	Not Applicable	0	
			12
13. Plays with children of own age	Usually	7	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			11
14. Plays with children older than self	Usually	3	
	Frequently	2	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			11
15. Participates willingly in organized games	Usually	4	
	Frequently	4	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			11
16. Initiates play in group situations	Usually	1	
	Frequently	4	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			10
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	4	
	Frequently	6	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			12
18. Listens when the situation calls for it	Usually	4	
	Frequently	4	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			11

TABLE 48 (continued)

19. Recognizes right from wrong in social situations	Usually	8	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			12
20. Carries on conversation with children in own age group	Usually	7	
	Frequently	0	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			11
21. Speaks appropriately when greeted	Usually	7	
	Frequently	3	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			12
22. Carries on conversation with adults	Usually	8	
	Frequently	1	
	Sometimes	5	
	Never	2	
	Not Applicable	1	
			12
23. Makes social introductions	Usually	0	
	Frequently	3	
	Sometimes	5	
	Never	2	
	Not Applicable	1	
			11
24. Makes telephone calls	Usually	5	
	Frequently	1	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			12
25. Writes occasional short letters	Usually	3	
	Frequently	3	
	Sometimes	4	
	Never	2	
	Not Applicable	0	
			12

TABLE 48 (continued)

RESPONSIBILITY

26. Performs responsible routine chores	Usually	7	
	Frequently	1	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			12
27. Makes directed purchases such as groceries	Usually	5	
	Frequently	2	
	Sometimes	2	
	Never	2	
	Not Applicable	0	
			11
28. Can be trusted with money	Usually	9	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			12
29. Makes independent purchases such as birthday gifts	Usually	7	
	Frequently	1	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			12
30. Watches time in order to make scheduled appointments	Usually	4	
	Frequently	2	
	Sometimes	2	
	Never	1	
	Not Applicable	1	
			10
31. Performs routine tasks for others without being told	Usually	2	
	Frequently	5	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			12

TABLE 48 (continued)

32. Cares for younger children in own house	Usually	1	
	Frequently	2	
	Sometimes	3	
	Never	1	
	Not Applicable	5	
			12
33. Goes out nights unrestricted	Usually	1	
	Frequently	0	
	Sometimes	1	
	Never	8	
	Not Applicable	1	
			11
34. Goes to distant points alone	Usually	3	
	Frequently	0	
	Sometimes	3	
	Never	4	
	Not Applicable	1	
			11
35. Cares for younger children in neighbor's home	Usually	1	
	Frequently	0	
	Sometimes	3	
	Never	5	
	Not Applicable	3	
			12

TABLE 49

PUPIL DEVELOPMENT INVENTORY
PARENTS OF CONTROL SUBJECTS*
SPRING 1959

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	7	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			8
2. Hangs own clothes	Usually	5	
	Frequently	1	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			8
3. Can use fork	Usually	8	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			8
4. Can cut with knife	Usually	8	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			8
5. Combs and brushes hair by self	Usually	7	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			8

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*8 reported.

TABLE 49 (continued)

6. Ties own shoes	Usually	7	
	Frequently	0	
	Sometimes	0	
	Never	1	
	Not Applicable	0	
			$\overline{8}$
7. Dresses self (for school, play periods, etc.)	Usually	8	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
8. Keeps self adequately groomed	Usually	5	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
9. Selects appropriate clothes for weather conditions	Usually	3	
	Frequently	2	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			$\overline{8}$
10. Keeps personal belongings in appropriate order	Usually	6	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
SOCIAL SKILLS			
11. Follows simple directions	Usually	3	
	Frequently	3	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
12. Plays with children younger than self	Usually	1	
	Frequently	3	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			$\overline{8}$

TABLE 49 (continued)

13. Plays with children of own age	Usually	5	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
14. Plays with children older than self	Usually	1	
	Frequently	2	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			$\overline{7}$
15. Participates willingly in organized games	Usually	5	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			$\overline{7}$
16. Initiates play in group situations	Usually	4	
	Frequently	1	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			$\overline{7}$
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	3	
	Frequently	1	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
18. Listens when the situation calls for it	Usually	3	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
19. Recognizes right from wrong in social situations	Usually	5	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			$\overline{8}$
20. Carries on conversation with children in own age group	Usually	7	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			$\overline{8}$

TABLE 49 (continued)

21. Speaks appropriately when greeted	Usually	7	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			8
22. Carries on conversation with adults	Usually	6	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			8
23. Makes social introductions	Usually	1	
	Frequently	2	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			7
24. Makes telephone calls	Usually	5	
	Frequently	0	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			7
25. Writes occasional short letters	Usually	2	
	Frequently	1	
	Sometimes	1	
	Never	3	
	Not Applicable	0	
			7
RESPONSIBILITY			
26. Performs responsible routine chores	Usually	3	
	Frequently	2	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			7
27. Makes directed purchases such as groceries	Usually	4	
	Frequently	3	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			7

TABLE 49 (continued)

28. Can be trusted with money	Usually	7	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			7
29. Makes independent purchases such as birthday gifts	Usually	4	
	Frequently	1	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			7
30. Watches time in order to make scheduled appointments	Usually	4	
	Frequently	1	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			7
31. Performs routine tasks for others without being told	Usually	4	
	Frequently	1	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			7
32. Cares for younger children in own house	Usually	2	
	Frequently	0	
	Sometimes	1	
	Never	2	
	Not Applicable	2	
			7
33. Goes out nights unrestricted	Usually	1	
	Frequently	0	
	Sometimes	0	
	Never	6	
	Not Applicable	0	
			7
34. Goes to distant points alone	Usually	1	
	Frequently	0	
	Sometimes	2	
	Never	4	
	Not Applicable	0	
			7
35. Cares for younger children in neighbor's home	Usually	0	
	Frequently	0	
	Sometimes	2	
	Never	4	
	Not Applicable	1	
			7

TABLE 50

PUPIL DEVELOPMENT INVENTORY TEACHERS OF EXPERIMENTAL SUBJECTS* FALL 1957

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	11	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	1	
			16
2. Hangs own clothes	Usually	11	
	Frequently	3	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			15
3. Can use fork	Usually	13	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	2	
			16
4. Can cut with knife	Usually	10	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	2	
			16
5. Combs and brushes hair by self	Usually	9	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	3	
			17

*18 reported.

TABLE 50 (continued)

6. Ties own shoes	Usually	14	
	Frequently	1	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			17
7. Dresses self (for school, play periods, etc.)	Usually	13	
	Frequently	2	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			16
8. Keeps self adequately groomed	Usually	11	
	Frequently	4	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			17
9. Selects appropriate clothes for weather conditions	Usually	9	
	Frequently	5	
	Sometimes	0	
	Never	0	
	Not Applicable	2	
			16
10. Keeps personal belongings in appropriate order	Usually	9	
	Frequently	1	
	Sometimes	4	
	Never	2	
	Not Applicable	0	
			16
SOCIAL SKILLS			
11. Follows simple directions	Usually	9	
	Frequently	5	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			17

TABLE 50 (continued)

12. Plays with children younger than self	Usually	3	
	Frequently	6	
	Sometimes	8	
	Never	0	
	Not Applicable	0	
			17
13. Plays with children of own age	Usually	5	
	Frequently	4	
	Sometimes	6	
	Never	2	
	Not Applicable	0	
			17
14. Plays with children older than self	Usually	0	
	Frequently	1	
	Sometimes	10	
	Never	4	
	Not Applicable	1	
			16
15. Participates willingly in organized games	Usually	9	
	Frequently	1	
	Sometimes	5	
	Never	2	
	Not Applicable	0	
			17
16. Initiates play in group situations	Usually	1	
	Frequently	3	
	Sometimes	5	
	Never	9	
	Not Applicable	0	
			18
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	12	
	Frequently	1	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			17
18. Listens when the situation calls for it	Usually	8	
	Frequently	5	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			16

TABLE 50 (continued)

19. Recognizes right from wrong in social situations	Usually	10	
	Frequently	3	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			18
20. Carries on conversation with children in own age group	Usually	8	
	Frequently	0	
	Sometimes	7	
	Never	2	
	Not Applicable	0	
			17
21. Speaks appropriately when greeted	Usually	9	
	Frequently	3	
	Sometimes	3	
	Never	2	
	Not Applicable	0	
			17
22. Carries on conversation with adults	Usually	2	
	Frequently	4	
	Sometimes	7	
	Never	2	
	Not Applicable	1	
			16
23. Makes social introductions	Usually	0	
	Frequently	1	
	Sometimes	1	
	Never	9	
	Not Applicable	4	
			15
24. Makes telephone calls	Usually	1	
	Frequently	2	
	Sometimes	5	
	Never	5	
	Not Applicable	2	
			15
25. Writes occasional short letters	Usually	1	
	Frequently	1	
	Sometimes	6	
	Never	5	
	Not Applicable	2	
			15

TABLE 50 (continued)

RESPONSIBILITY			
26. Performs responsible routine chores	Usually	6	
	Frequently	2	
	Sometimes	6	
	Never	0	
	Not Applicable	2	
			16
27. Makes directed purchases such as groceries	Usually	2	
	Frequently	2	
	Sometimes	3	
	Never	2	
	Not Applicable	6	
			15
28. Can be trusted with money	Usually	8	
	Frequently	2	
	Sometimes	0	
	Never	1	
	Not Applicable	4	
			15
29. Makes independent purchases such as birthday gifts	Usually	1	
	Frequently	0	
	Sometimes	3	
	Never	4	
	Not Applicable	6	
			14
30. Watches time in order to make scheduled appointments	Usually	2	
	Frequently	0	
	Sometimes	3	
	Never	4	
	Not Applicable	6	
			15
31. Performs routine tasks for others without being told	Usually	1	
	Frequently	3	
	Sometimes	5	
	Never	5	
	Not Applicable	2	
			16

TABLE 50 (continued)

32. Cares for younger children in own house	Usually	4	
	Frequently	0	
	Sometimes	2	
	Never	0	
	Not Applicable	7	
			13
33. Goes out nights unrestricted	Usually	1	
	Frequently	1	
	Sometimes	0	
	Never	6	
	Not Applicable	7	
			15
34. Goes to distant points alone	Usually	1	
	Frequently	1	
	Sometimes	1	
	Never	4	
	Not Applicable	7	
			14
35. Cares for younger children in neighbor's home	Usually	1	
	Frequently	0	
	Sometimes	1	
	Never	3	
	Not Applicable	9	
			14

TABLE 51

PUPIL DEVELOPMENT INVENTORY
TEACHERS OF EXPERIMENTAL SUBJECTS*
SPRING 1958

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	12	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			13
2. Hangs own clothes	Usually	9	
	Frequently	2	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			12
3. Can use fork	Usually	14	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			14
4. Can cut with knife	Usually	10	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			14
5. Combs and brushes hair by self	Usually	11	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	2	
			14

*15 reported.

TABLE 51 (continued)

6. Ties own shoes	Usually	13	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			14
7. Dresses self (for school, play periods, etc.)	Usually	12	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			13
8. Keeps self adequately groomed	Usually	13	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			15
9. Selects appropriate clothes for weather conditions	Usually	12	
	Frequently	2	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			15
10. Keeps personal belongings in appropriate order	Usually	8	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	1	
			14
SOCIAL SKILLS			
11. Follows simple directions	Usually	10	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			15

TABLE 51 (continued)

12. Plays with children younger than self	Usually	5	
	Frequently	6	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			14
13. Plays with children of own age	Usually	4	
	Frequently	2	
	Sometimes	9	
	Never	0	
	Not Applicable	0	
			15
14. Plays with children older than self	Usually	0	
	Frequently	1	
	Sometimes	8	
	Never	5	
	Not Applicable	0	
			14
15. Participates willingly in organized games	Usually	7	
	Frequently	2	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			15
16. Initiates play in group situations	Usually	1	
	Frequently	0	
	Sometimes	4	
	Never	9	
	Not Applicable	1	
			15
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	10	
	Frequently	1	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			15
18. Listens when the situation calls for it	Usually	9	
	Frequently	2	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			15

TABLE 51 (continued)

19. Recognizes right from wrong in social situations	Usually	9	
	Frequently	3	
	Sometimes	3	
	Never	0	
	Not Applicable	0	15
20. Carries on conversation with children in own age group	Usually	8	
	Frequently	4	
	Sometimes	3	
	Never	0	
	Not Applicable	0	15
21. Speaks appropriately when greeted	Usually	9	
	Frequently	4	
	Sometimes	1	
	Never	1	
	Not Applicable	0	15
22. Carries on conversation with adults	Usually	4	
	Frequently	2	
	Sometimes	7	
	Never	0	
	Not Applicable	2	15
23. Makes social introductions	Usually	0	
	Frequently	2	
	Sometimes	1	
	Never	6	
	Not Applicable	5	14
24. Makes telephone calls	Usually	5	
	Frequently	2	
	Sometimes	2	
	Never	3	
	Not Applicable	2	14
25. Writes occasional short letters	Usually	3	
	Frequently	2	
	Sometimes	3	
	Never	2	
	Not Applicable	2	12

TABLE 51 (continued)

RESPONSIBILITY			
26. Performs responsible routine chores	Usually	8	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	3	15
27. Makes directed purchases such as groceries	Usually	4	
	Frequently	1	
	Sometimes	1	
	Never	2	
	Not Applicable	7	15
28. Can be trusted with money	Usually	7	
	Frequently	1	
	Sometimes	0	
	Never	1	
	Not Applicable	4	13
29. Makes independent purchases such as birthday gifts	Usually	2	
	Frequently	1	
	Sometimes	0	
	Never	2	
	Not Applicable	7	12
30. Watches time in order to make scheduled appointments	Usually	3	
	Frequently	1	
	Sometimes	3	
	Never	2	
	Not Applicable	5	14
31. Performs routine tasks for others without being told	Usually	2	
	Frequently	2	
	Sometimes	6	
	Never	0	
	Not Applicable	3	12

TABLE 51 (continued)

32. Cares for younger children in own house	Usually	4	
	Frequently	2	
	Sometimes	1	
	Never	1	
	Not Applicable	7	
			15
33. Goes out nights unrestricted	Usually	1	
	Frequently	1	
	Sometimes	1	
	Never	3	
	Not Applicable	8	
			14
34. Goes to distant points alone	Usually	2	
	Frequently	1	
	Sometimes	0	
	Never	1	
	Not Applicable	9	
			13
35. Cares for younger children in neighbor's home	Usually	0	
	Frequently	1	
	Sometimes	1	
	Never	2	
	Not Applicable	8	
			12

TABLE 52

PUPIL DEVELOPMENT INVENTORY
TEACHERS OF EXPERIMENTAL SUBJECTS*
FALL 1958

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	12	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	2	
			20
2. Hangs own clothes	Usually	14	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	2	
			19
3. Can use fork	Usually	19	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			20
4. Can cut with knife	Usually	15	
	Frequently	2	
	Sometimes	1	
	Never	1	
	Not Applicable	2	
			20
5. Combs and brushes hair by self	Usually	11	
	Frequently	2	
	Sometimes	2	
	Never	1	
	Not Applicable	4	
			20

*20 reported.

TABLE 52 (continued)

6. Ties own shoes	Usually	15	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	2	
			18
7. Dresses self (for school, play periods, etc.)	Usually	18	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			20
8. Keeps self adequately groomed	Usually	12	
	Frequently	3	
	Sometimes	3	
	Never	0	
	Not Applicable	2	
			20
9. Selects appropriate clothes for weather conditions	Usually	11	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	3	
			20
10. Keeps personal belongings in appropriate order	Usually	12	
	Frequently	5	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			19
SOCIAL SKILLS			
11. Follows simple directions	Usually	10	
	Frequently	4	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			19

TABLE 52 (continued)

12. Plays with children younger than self	Usually	3	
	Frequently	5	
	Sometimes	7	
	Never	1	
	Not Applicable	1	
			17
13. Plays with children of own age	Usually	12	
	Frequently	4	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			20
14. Plays with children older than self	Usually	1	
	Frequently	3	
	Sometimes	7	
	Never	5	
	Not Applicable	1	
			17
15. Participates willingly in organized games	Usually	10	
	Frequently	5	
	Sometimes	3	
	Never	2	
	Not Applicable	0	
			20
16. Initiates play in group situations	Usually	1	
	Frequently	1	
	Sometimes	7	
	Never	8	
	Not Applicable	0	
			17
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	15	
	Frequently	2	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			20
18. Listens when the situation calls for it	Usually	12	
	Frequently	5	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			20

TABLE 52 (continued)

19. Recognizes right from wrong in social situations	Usually	9	
	Frequently	5	
	Sometimes	3	
	Never	0	
	Not Applicable	1	
			18
20. Carries on conversation with children in own age group	Usually	8	
	Frequently	5	
	Sometimes	6	
	Never	1	
	Not Applicable	0	
			20
21. Speaks appropriately when greeted	Usually	14	
	Frequently	3	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			20
22. Carries on conversation with adults	Usually	4	
	Frequently	6	
	Sometimes	5	
	Never	2	
	Not Applicable	3	
			20
23. Makes social introductions	Usually	0	
	Frequently	2	
	Sometimes	4	
	Never	9	
	Not Applicable	2	
			17
24. Makes telephone calls	Usually	1	
	Frequently	2	
	Sometimes	8	
	Never	5	
	Not Applicable	0	
			16
25. Writes occasional short letters	Usually	0	
	Frequently	3	
	Sometimes	8	
	Never	6	
	Not Applicable	2	
			19

TABLE 52 (continued)

RESPONSIBILITY

26. Performs responsible routine chores	Usually	6	
	Frequently	6	
	Sometimes	8	
	Never	0	
	Not Applicable	0	
			20
27. Makes directed purchases such as groceries	Usually	2	
	Frequently	2	
	Sometimes	3	
	Never	6	
	Not Applicable	3	
			16
28. Can be trusted with money	Usually	4	
	Frequently	4	
	Sometimes	2	
	Never	8	
	Not Applicable	0	
			18
29. Makes independent purchases such as birthday gifts	Usually	1	
	Frequently	3	
	Sometimes	4	
	Never	7	
	Not Applicable	3	
			18
30. Watches time in order to make scheduled appointments	Usually	2	
	Frequently	3	
	Sometimes	6	
	Never	6	
	Not Applicable	1	
			18
31. Performs routine tasks for others without being told	Usually	3	
	Frequently	3	
	Sometimes	10	
	Never	3	
	Not Applicable	0	
			19

TABLE 52 (continued)

32. Cares for younger children in own house	Usually	3	
	Frequently	2	
	Sometimes	4	
	Never	4	
	Not Applicable	7	
			20
33. Goes out nights unrestricted	Usually	0	
	Frequently	0	
	Sometimes	2	
	Never	10	
	Not Applicable	7	
			19
34. Goes to distant points alone	Usually	2	
	Frequently	0	
	Sometimes	1	
	Never	7	
	Not Applicable	7	
			17
35. Cares for younger children in neighbor's home	Usually	0	
	Frequently	0	
	Sometimes	1	
	Never	10	
	Not Applicable	7	
			18

TABLE 53

PUPIL DEVELOPMENT INVENTORY
TEACHERS OF EXPERIMENTAL SUBJECTS*
SPRING 1959

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	15	
	Frequently	2	
	Sometimes	0	
	Never	0	
	Not Applicable	2	
			19
2. Hangs own clothes	Usually	13	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	2	
			19
3. Can use fork	Usually	17	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			19
4. Can cut with knife	Usually	16	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			19
5. Combs and brushes hair by self	Usually	12	
	Frequently	1	
	Sometimes	2	
	Never	0	
	Not Applicable	4	
			19

*19 reported.

TABLE 53 (continued)

6. Ties own shoes	Usually	14	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	1	
			19
7. Dresses self (for school, play periods, etc.)	Usually	16	
	Frequently	0	
	Sometimes	1	
	Never	0	
	Not Applicable	2	
			19
8. Keeps self adequately groomed	Usually	13	
	Frequently	4	
	Sometimes	1	
	Never	1	
	Not Applicable	0	
			19
9. Selects appropriate clothes for weather conditions	Usually	12	
	Frequently	2	
	Sometimes	1	
	Never	1	
	Not Applicable	3	
			19
10. Keeps personal belongings in appropriate order	Usually	14	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			19
SOCIAL SKILLS			
11. Follows simple directions	Usually	10	
	Frequently	3	
	Sometimes	6	
	Never	0	
	Not Applicable	0	
			19

TABLE 53 (continued)

12. Plays with children younger than self	Usually	4	
	Frequently	2	
	Sometimes	11	
	Never	1	
	Not Applicable	1	
			19
13. Plays with children of own age	Usually	8	
	Frequently	5	
	Sometimes	6	
	Never	0	
	Not Applicable	0	
			19
14. Plays with children older than self	Usually	4	
	Frequently	0	
	Sometimes	10	
	Never	4	
	Not Applicable	1	
			19
15. Participates willingly in organized games	Usually	8	
	Frequently	3	
	Sometimes	6	
	Never	2	
	Not Applicable	0	
			19
16. Initiates play in group situations	Usually	2	
	Frequently	1	
	Sometimes	5	
	Never	9	
	Not Applicable	0	
			17
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	12	
	Frequently	3	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			18
18. Listens when the situation calls for it	Usually	9	
	Frequently	7	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			19

TABLE 53 (continued)

19. Recognizes right from wrong in social situations	Usually	8	
	Frequently	8	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			19
20. Carries on conversation with children in own age group	Usually	8	
	Frequently	4	
	Sometimes	7	
	Never	0	
	Not Applicable	0	
			19
21. Speaks appropriately when greeted	Usually	12	
	Frequently	2	
	Sometimes	4	
	Never	0	
	Not Applicable	1	
			19
22. Carries on conversation with adults	Usually	6	
	Frequently	2	
	Sometimes	6	
	Never	1	
	Not Applicable	3	
			18
23. Makes social introductions	Usually	0	
	Frequently	3	
	Sometimes	5	
	Never	7	
	Not Applicable	4	
			19
24. Makes telephone calls	Usually	3	
	Frequently	4	
	Sometimes	4	
	Never	5	
	Not Applicable	3	
			19
25. Writes occasional short letters	Usually	0	
	Frequently	1	
	Sometimes	9	
	Never	6	
	Not Applicable	3	
			19

TABLE 53 (continued)

RESPONSIBILITY			
26. Performs responsible routine chores	Usually	8	
	Frequently	4	
	Sometimes	4	
	Never	1	
	Not Applicable	2	
			19
27. Makes directed purchases such as groceries	Usually	3	
	Frequently	2	
	Sometimes	7	
	Never	3	
	Not Applicable	4	
			19
28. Can be trusted with money	Usually	4	
	Frequently	3	
	Sometimes	5	
	Never	1	
	Not Applicable	4	
			17
29. Makes independent purchases such as birthday gifts	Usually	4	
	Frequently	0	
	Sometimes	5	
	Never	4	
	Not Applicable	5	
			18
30. Watches time in order to make scheduled appointments	Usually	2	
	Frequently	2	
	Sometimes	4	
	Never	7	
	Not Applicable	2	
			17
31. Performs routine tasks for others without being told	Usually	3	
	Frequently	4	
	Sometimes	6	
	Never	3	
	Not Applicable	2	
			18

TABLE 53 (continued)

32. Cares for younger children in own house	Usually	3	
	Frequently	0	
	Sometimes	5	
	Never	2	
	Not Applicable	8	
			18
33. Goes out nights unrestricted	Usually	1	
	Frequently	0	
	Sometimes	3	
	Never	4	
	Not Applicable	10	
			18
34. Goes to distant points alone	Usually	1	
	Frequently	1	
	Sometimes	1	
	Never	6	
	Not Applicable	10	
			19
35. Cares for younger children in neighbor's home	Usually	0	
	Frequently	0	
	Sometimes	0	
	Never	7	
	Not Applicable	9	
			16

TABLE 54

PUPIL DEVELOPMENT INVENTORY
TEACHERS OF CONTROL SUBJECTS*
FALL 1957

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	9	
	Frequently	1	
	Sometimes	9	
	Never	0	
	Not Applicable	0	
			19
2. Hangs own clothes	Usually	8	
	Frequently	1	
	Sometimes	5	
	Never	0	
	Not Applicable	2	
			16
3. Can use fork	Usually	14	
	Frequently	1	
	Sometimes	3	
	Never	0	
	Not Applicable	1	
			19
4. Can cut with knife	Usually	12	
	Frequently	1	
	Sometimes	0	
	Never	1	
	Not Applicable	4	
			18
5. Combs and brushes hair by self	Usually	10	
	Frequently	1	
	Sometimes	4	
	Never	1	
	Not Applicable	2	
			18

*19 reported.

TABLE 54 (continued)

6. Ties own shoes	Usually	14	
	Frequently	1	
	Sometimes	3	
	Never	0	
	Not Applicable	1	
			19
7. Dresses self (for school, play period, etc.)	Usually	16	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			19
8. Keeps self adequately groomed	Usually	7	
	Frequently	5	
	Sometimes	2	
	Never	5	
	Not Applicable	0	
			19
9. Selects appropriate clothes for weather conditions	Usually	6	
	Frequently	6	
	Sometimes	3	
	Never	2	
	Not Applicable	2	
			19
10. Keeps personal belongings in appropriate order	Usually	7	
	Frequently	4	
	Sometimes	5	
	Never	3	
	Not Applicable	0	
			19
SOCIAL SKILLS			
11. Follows simple directions	Usually	7	
	Frequently	4	
	Sometimes	5	
	Never	3	
	Not Applicable	0	
			19

TABLE 54 (continued)

12. Plays with children younger than self	Usually	7	
	Frequently	2	
	Sometimes	8	
	Never	0	
	Not Applicable	0	
			17
13. Plays with children of own age	Usually	6	
	Frequently	3	
	Sometimes	8	
	Never	2	
	Not Applicable	0	
			19
14. Plays with children older than self	Usually	2	
	Frequently	1	
	Sometimes	8	
	Never	6	
	Not Applicable	1	
			18
15. Participates willingly in organized games	Usually	9	
	Frequently	4	
	Sometimes	4	
	Never	1	
	Not Applicable	1	
			19
16. Initiates play in group situations	Usually	0	
	Frequently	1	
	Sometimes	7	
	Never	11	
	Not Applicable	0	
			19
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	10	
	Frequently	3	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			19
18. Listens when the situation calls for it	Usually	3	
	Frequently	5	
	Sometimes	10	
	Never	1	
	Not Applicable	0	
			19

TABLE 54 (continued)

19. Recognizes right from wrong in social situations	Usually	7	
	Frequently	6	
	Sometimes	4	
	Never	2	
	Not Applicable	0	
			19
20. Carries on conversation with children in own age group	Usually	8	
	Frequently	1	
	Sometimes	7	
	Never	3	
	Not Applicable	0	
			19
21. Speaks appropriately when greeted	Usually	10	
	Frequently	2	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			17
22. Carries on conversation with adults	Usually	4	
	Frequently	6	
	Sometimes	3	
	Never	3	
	Not Applicable	0	
			16
23. Makes social introductions	Usually	0	
	Frequently	0	
	Sometimes	5	
	Never	7	
	Not Applicable	5	
			17
24. Makes telephone calls	Usually	3	
	Frequently	2	
	Sometimes	6	
	Never	3	
	Not Applicable	5	
			19
25. Writes occasional short letters	Usually	0	
	Frequently	2	
	Sometimes	5	
	Never	8	
	Not Applicable	4	
			19

TABLE 54 (continued)

RESPONSIBILITY

26. Performs responsible routine chores	Usually	7	
	Frequently	2	
	Sometimes	7	
	Never	2	
	Not Applicable	1	
			19
27. Makes directed purchases such as groceries	Usually	3	
	Frequently	1	
	Sometimes	4	
	Never	3	
	Not Applicable	7	
			18
28. Can be trusted with money	Usually	8	
	Frequently	0	
	Sometimes	4	
	Never	1	
	Not Applicable	6	
			19
29. Makes independent purchases such as birthday gifts	Usually	0	
	Frequently	2	
	Sometimes	5	
	Never	3	
	Not Applicable	9	
			19
30. Watches time in order to make scheduled appointments	Usually	6	
	Frequently	0	
	Sometimes	4	
	Never	4	
	Not Applicable	5	
			19
31. Performs routine tasks for others without being told	Usually	5	
	Frequently	3	
	Sometimes	5	
	Never	3	
	Not Applicable	3	
			19

TABLE 54 (continued)

32. Cares for younger children in own house	Usually	0	
	Frequently	4	
	Sometimes	3	
	Never	3	
	Not Applicable	9	
			19
33. Goes out nights unrestricted	Usually	2	
	Frequently	3	
	Sometimes	2	
	Never	4	
	Not Applicable	8	
			19
34. Goes to distant points alone	Usually	2	
	Frequently	3	
	Sometimes	2	
	Never	4	
	Not Applicable	8	
			19
35. Cares for younger children in neighbor's home	Usually	0	
	Frequently	0	
	Sometimes	2	
	Never	10	
	Not Applicable	7	
			19

TABLE 55

PUPIL DEVELOPMENT INVENTORY
TEACHERS OF CONTROL SUBJECTS*
SPRING 1958

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	12	
	Frequently	1	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			18
2. Hangs own clothes	Usually	11	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	1	
			18
3. Can use fork	Usually	14	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			18
4. Can cut with knife	Usually	12	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	4	
			18
5. Combs and brushes hair by self	Usually	12	
	Frequently	1	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			18

*18 reported.

TABLE 55 (continued)

6. Ties own shoes	Usually	15	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			18
7. Dresses self (for school, play periods, etc.)	Usually	16	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			18
8. Keeps self adequately groomed	Usually	8	
	Frequently	4	
	Sometimes	4	
	Never	2	
	Not Applicable	0	
			18
9. Selects appropriate clothes for weather conditions	Usually	9	
	Frequently	3	
	Sometimes	4	
	Never	1	
	Not Applicable	1	
			18
10. Keeps personal belongings in appropriate order	Usually	8	
	Frequently	4	
	Sometimes	4	
	Never	2	
	Not Applicable	0	
			18
SOCIAL SKILLS			
11. Follows simple directions	Usually	6	
	Frequently		
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			18

TABLE 55 (continued)

12. Plays with children younger than self	Usually	5	
	Frequently	4	
	Sometimes	8	
	Never	0	
	Not Applicable	0	
			17
13. Plays with children of own age	Usually	6	
	Frequently	3	
	Sometimes	8	
	Never	1	
	Not Applicable	0	
			18
14. Plays with children older than self	Usually	1	
	Frequently	3	
	Sometimes	9	
	Never	4	
	Not Applicable	1	
			18
15. Participates willingly in organized games	Usually	9	
	Frequently	3	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			18
16. Initiates play in group situations	Usually	1	
	Frequently	1	
	Sometimes	7	
	Never	9	
	Not Applicable	0	
			18
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	11	
	Frequently	2	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			18
18. Listens when the situation calls for it	Usually	8	
	Frequently	5	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			18

TABLE 55 (continued)

19. Recognizes right from wrong in social situations	Usually	7	
	Frequently	4	
	Sometimes	6	
	Never	1	
	Not Applicable	0	
			18
20. Carries on conversation with children in own age group	Usually	10	
	Frequently	1	
	Sometimes	6	
	Never	1	
	Not Applicable	0	
			18
21. Speaks appropriately when greeted	Usually	14	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			18
22. Carries on conversation with adults	Usually	6	
	Frequently	5	
	Sometimes	6	
	Never	1	
	Not Applicable	0	
			18
23. Makes social introductions	Usually	0	
	Frequently	0	
	Sometimes	5	
	Never	8	
	Not Applicable	4	
			17
24. Makes telephone calls	Usually	4	
	Frequently	2	
	Sometimes	4	
	Never	4	
	Not Applicable	4	
			18
25. Writes occasional short letters	Usually	0	
	Frequently	3	
	Sometimes	5	
	Never	7	
	Not Applicable	3	
			18

TABLE 55 (continued)

RESPONSIBILITY			
26. Performs responsible routine chores	Usually	8	
	Frequently	4	
	Sometimes	5	
	Never	0	
	Not Applicable	1	
			18
27. Makes directed purchases such as groceries	Usually	3	
	Frequently	1	
	Sometimes	6	
	Never	4	
	Not Applicable	4	
			18
28. Can be trusted with money	Usually	8	
	Frequently	0	
	Sometimes	3	
	Never	1	
	Not Applicable	5	
			17
29. Makes independent purchases such as birthday gifts	Usually	1	
	Frequently	1	
	Sometimes	5	
	Never	4	
	Not Applicable	6	
			17
30. Watches time in order to make scheduled appointments	Usually	4	
	Frequently	2	
	Sometimes	4	
	Never	6	
	Not Applicable	1	
			17
31. Performs routine tasks for others without being told	Usually	3	
	Frequently	3	
	Sometimes	7	
	Never	2	
	Not Applicable	2	
			17

TABLE 55 (continued)

32. Cares for younger children in own house	Usually	3	
	Frequently	4	
	Sometimes	1	
	Never	3	
	Not Applicable	7	
			18
33. Goes out nights unrestricted	Usually	1	
	Frequently	2	
	Sometimes	4	
	Never	6	
	Not Applicable	5	
			18
34. Goes to distant points alone	Usually	0	
	Frequently	0	
	Sometimes	4	
	Never	9	
	Not Applicable	5	
			18
35. Cares for younger children in neighbor's home	Usually	0	
	Frequently	1	
	Sometimes	1	
	Never	10	
	Not Applicable	6	
			18

TABLE 56

PUPIL DEVELOPMENT INVENTORY
TEACHERS OF CONTROL SUBJECTS*
FALL 1958

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	7	
	Frequently	3	
	Sometimes	7	
	Never	0	
	Not Applicable	0	
			17
2. Hangs own clothes	Usually	7	
	Frequently	5	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			16
3. Can use fork	Usually	15	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			18
4. Can cut with knife	Usually	12	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			16
5. Combs and brushes hair by self	Usually	8	
	Frequently	2	
	Sometimes	6	
	Never	0	
	Not Applicable	2	
			18

*19 reported.

TABLE 56 (continued)

6. Ties own shoes	Usually	14	
	Frequently	2	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			17
7. Dresses self (for school, play periods, etc.)	Usually	15	
	Frequently	1	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			18
8. Keeps self adequately groomed	Usually	7	
	Frequently	5	
	Sometimes	6	
	Never	1	
	Not Applicable	0	
			19
9. Selects appropriate clothes for weather conditions	Usually	10	
	Frequently	2	
	Sometimes	7	
	Never	0	
	Not Applicable	0	
			19
10. Keeps personal belongings in appropriate order	Usually	10	
	Frequently	3	
	Sometimes	6	
	Never	0	
	Not Applicable	0	
			19
SOCIAL SKILLS			
11. Follows simple directions	Usually	10	
	Frequently	2	
	Sometimes	5	
	Never	0	
	Not Applicable	1	
			18

TABLE 56 (continued)

12. Plays with children younger than self	Usually	6	
	Frequently	6	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			19
13. Plays with children of own age	Usually	4	
	Frequently	4	
	Sometimes	9	
	Never	2	
	Not Applicable	0	
			19
14. Plays with children older than self	Usually	1	
	Frequently	4	
	Sometimes	5	
	Never	7	
	Not Applicable	2	
			19
15. Participates willingly in organized games	Usually	8	
	Frequently	3	
	Sometimes	7	
	Never	1	
	Not Applicable	0	
			19
16. Initiates play in group situations	Usually	2	
	Frequently	1	
	Sometimes	7	
	Never	9	
	Not Applicable	0	
			19
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	13	
	Frequently	2	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			18
18. Listens when the situation calls for it	Usually	9	
	Frequently	3	
	Sometimes	7	
	Never	0	
	Not Applicable	0	
			19

TABLE 56 (continued)

19. Recognizes right from wrong in social situations	Usually	8	
	Frequently	4	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			18
20. Carries on conversation with children in own age group	Usually	5	
	Frequently	2	
	Sometimes	11	
	Never	1	
	Not Applicable	0	
			19
21. Speaks appropriately when greeted	Usually	14	
	Frequently	3	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			19
22. Carries on conversation with adults	Usually	5	
	Frequently	3	
	Sometimes	9	
	Never	1	
	Not Applicable	1	
			19
23. Makes social introductions	Usually	2	
	Frequently	0	
	Sometimes	2	
	Never	10	
	Not Applicable	4	
			18
24. Makes telephone calls	Usually	5	
	Frequently	2	
	Sometimes	7	
	Never	1	
	Not Applicable	3	
			18
25. Writes occasional short letters	Usually	1	
	Frequently	1	
	Sometimes	4	
	Never	11	
	Not Applicable	0	
			17

TABLE 56 (continued)

RESPONSIBILITY

26. Performs responsible routine chores	Usually	7	
	Frequently	2	
	Sometimes	8	
	Never	0	
	Not Applicable	0	
			17
27. Makes directed purchases such as groceries	Usually	4	
	Frequently	1	
	Sometimes	3	
	Never	3	
	Not Applicable	6	
			17
28. Can be trusted with money	Usually	10	
	Frequently	1	
	Sometimes	3	
	Never	1	
	Not Applicable	3	
			18
29. Makes independent purchases such as birthday gifts	Usually	2	
	Frequently	0	
	Sometimes	4	
	Never	3	
	Not Applicable	7	
			16
30. Watches time in order to make scheduled appointments	Usually	5	
	Frequently	2	
	Sometimes	4	
	Never	5	
	Not Applicable	3	
			19
31. Performs routine tasks for others without being told	Usually	5	
	Frequently	1	
	Sometimes	6	
	Never	3	
	Not Applicable	2	
			17

TABLE 56 (continued)

32. Cares for younger children in own house	Usually	4	
	Frequently	2	
	Sometimes	5	
	Never	1	
	Not Applicable	6	
			18
33. Goes out nights unrestricted	Usually	2	
	Frequently	2	
	Sometimes	3	
	Never	6	
	Not Applicable	5	
			18
34. Goes to distant points alone	Usually	1	
	Frequently	1	
	Sometimes	0	
	Never	8	
	Not Applicable	6	
			16
35. Cares for younger children in neighbor's home	Usually	1	
	Frequently	2	
	Sometimes	1	
	Never	8	
	Not Applicable	6	
			18

TABLE 57

PUPIL DEVELOPMENT INVENTORY
TEACHERS OF CONTROL SUBJECTS*
SPRING 1959

Item	Evaluation	Number	Total
SELF HELP			
1. Washes hands before meals	Usually	11	
	Frequently	3	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			17
2. Hangs own clothes	Usually	11	
	Frequently	0	
	Sometimes	3	
	Never	0	
	Not Applicable	2	
			16
3. Can use fork	Usually	15	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			17
4. Can cut with knife	Usually	11	
	Frequently	1	
	Sometimes	0	
	Never	0	
	Not Applicable	2	
			14
5. Combs and brushes hair by self	Usually	15	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			18

*20 reported.

TABLE 57 (continued)

6. Ties own shoes	Usually	17	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			17
7. Dresses self (for school, play periods, etc.)	Usually	16	
	Frequently	0	
	Sometimes	0	
	Never	0	
	Not Applicable	1	
			17
8. Keeps self adequately groomed	Usually	11	
	Frequently	2	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			18
9. Selects appropriate clothes for weather conditions	Usually	11	
	Frequently	2	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			18
10. Keeps personal belongings in appropriate order	Usually	9	
	Frequently	6	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			19
SOCIAL SKILLS			
11. Follows simple directions	Usually	12	
	Frequently	2	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			18

TABLE 57 (continued)

12. Plays with children younger than self	Usually	6	
	Frequently	4	
	Sometimes	4	
	Never	3	
	Not Applicable	0	
			17
13. Plays with children of own age	Usually	9	
	Frequently	2	
	Sometimes	8	
	Never	0	
	Not Applicable	0	
			19
14. Plays with children older than self	Usually	2	
	Frequently	1	
	Sometimes	10	
	Never	4	
	Not Applicable	2	
			19
15. Participates willingly in organized games	Usually	8	
	Frequently	2	
	Sometimes	8	
	Never	1	
	Not Applicable	0	
			19
16. Initiates play in group situations	Usually	1	
	Frequently	3	
	Sometimes	6	
	Never	8	
	Not Applicable	0	
			18
17. Refrains from excessive pushing or hitting when it is not considered in play	Usually	14	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			19
18. Listens when the situation calls for it	Usually	10	
	Frequently	4	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			19

TABLE 57 (continued)

19. Recognizes right from wrong in social situations	Usually	12	
	Frequently	2	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			19
20. Carries on conversation with children in own age group	Usually	8	
	Frequently	2	
	Sometimes	9	
	Never	0	
	Not Applicable	0	
			19
21. Speaks appropriately when greeted	Usually	15	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			19
22. Carries on conversation with adults	Usually	7	
	Frequently	3	
	Sometimes	8	
	Never	0	
	Not Applicable	0	
			18
23. Makes social introductions	Usually	3	
	Frequently	0	
	Sometimes	2	
	Never	8	
	Not Applicable	2	
			15
24. Makes telephone calls	Usually	4	
	Frequently	0	
	Sometimes	6	
	Never	2	
	Not Applicable	3	
			15
25. Writes occasional short letters	Usually	1	
	Frequently	0	
	Sometimes	6	
	Never	5	
	Not Applicable	3	
			15

TABLE 57 (continued)

RESPONSIBILITY			
26. Performs responsible routine chores	Usually	10	
	Frequently	2	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			16
27. Makes directed purchases such as groceries	Usually	5	
	Frequently	3	
	Sometimes	3	
	Never	0	
	Not Applicable	3	
			14
28. Can be trusted with money	Usually	9	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	3	
			17
29. Makes independent purchases such as birthday gifts	Usually	3	
	Frequently	1	
	Sometimes	3	
	Never	2	
	Not Applicable	5	
			14
30. Watches time in order to make scheduled appointments	Usually	4	
	Frequently	0	
	Sometimes	6	
	Never	3	
	Not Applicable	2	
			15
31. Performs routine tasks for others without being told	Usually	3	
	Frequently	4	
	Sometimes	8	
	Never	1	
	Not Applicable	0	
			16

TABLE 57 (continued)

32. Cares for younger children in own house	Usually	4	
	Frequently	3	
	Sometimes	2	
	Never	1	
	Not Applicable	4	
			14
33. Goes out nights unrestricted	Usually	2	
	Frequently	1	
	Sometimes	2	
	Never	3	
	Not Applicable	7	
			15
34. Goes to distant points alone	Usually	1	
	Frequently	0	
	Sometimes	3	
	Never	5	
	Not Applicable	6	
			15
35. Cares for younger children in neighbor's home	Usually	0	
	Frequently	1	
	Sometimes	1	
	Never	7	
	Not Applicable	6	
			15

TABLE 58

PARENTAL OPINION OF SCHOOLS SUBJECTS OF EXPERIMENTAL GROUP HAD ATTENDED IN THE PAST* FALL 1957

Question	Evaluation	Number	Total
1. In general, have you been satisfied with the schools your child has attended?	Usually	10	
	Frequently	4	
	Sometimes	1	
	Never	1	
	Not Applicable	1	
			17
2. In your opinion, have teachers helped your child as much as they should?	Usually	4	
	Frequently	7	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			17
3. Have you talked with teachers and principals about your child's progress each year?	Usually	7	
	Frequently	4	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			17
4. Have you felt welcome when you visited the schools which your child attended?	Usually	11	
	Frequently	2	
	Sometimes	0	
	Never	2	
	Not Applicable	1	
			16
5. Do you think the teaching methods in the schools your child has attended were as good as those used 25 years ago?	Usually	7	
	Frequently	4	
	Sometimes	2	
	Never	3	
	Not Applicable	1	
			17

*17 reported.

TABLE 58 (continued)

6. Has the discipline in the schools which your child attended been strict enough?	Usually	6	
	Frequently	3	
	Sometimes	6	
	Never	2	
	Not Applicable	0	
			17
7. Would you have liked for your child to have received more help from the school in solving whatever personal social, and educational problems he faced?	Usually	8	
	Frequently	5	
	Sometimes	3	
	Never	0	
	Not Applicable	1	
			17
8. Have you been satisfied with the grading system?	Usually	7	
	Frequently	4	
	Sometimes	3	
	Never	2	
	Not Applicable	0	
			16
9. Have the schools helped your child in his ability to get along with other children?	Usually	9	
	Frequently	7	
	Sometimes	0	
	Never	1	
	Not Applicable	0	
			17
10. Do you feel that your child could have done the academic work required at his grade level if he had been given more help?	Usually	7	
	Frequently	3	
	Sometimes	6	
	Never	1	
	Not Applicable	0	
			17
11. Have teachers and principals understood your child's problems?	Usually	7	
	Frequently	4	
	Sometimes	2	
	Never	2	
	Not Applicable	0	
			15

TABLE 58 (continued)

12. Have schools presented to you a true picture of your child's performance?	Usually	6	
	Frequently	4	
	Sometimes	3	
	Never	4	
	Not Applicable	0	
			17
13. Have you attended P.T.A., community meetings, and school programs?	Usually	4	
	Frequently	7	
	Sometimes	3	
	Never	2	
	Not Applicable	0	
			16
14. Do you think promotion (grade advancement) has been fair to your child?	Usually	11	
	Frequently	0	
	Sometimes	3	
	Never	2	
	Not Applicable	0	
			16

TABLE 59

PARENTAL OPINION OF SCHOOLS SUBJECTS OF CONTROL GROUP HAD ATTENDED IN THE PAST*
FALL 1957

Question	Evaluation	Number	Total
1. In general, have you been satisfied with the schools your child has attended?	Usually	3	
	Frequently	1	
	Sometimes	4	
	Never	0	
	Not Applicable	1	
			9
2. In your opinion, have teachers helped your child as much as they should?	Usually	1	
	Frequently	3	
	Sometimes	5	
	Never	0	
	Not Applicable	0	
			9
3. Have you talked with teachers and principals about your child's progress each year?	Usually	5	
	Frequently	3	
	Sometimes	0	
	Never	1	
	Not Applicable	0	
			9
4. Have you felt welcome when you visited the schools which your child attended?	Usually	4	
	Frequently	2	
	Sometimes	1	
	Never	2	
	Not Applicable	0	
			9
5. Do you think the teaching methods in the schools your child has attended were as good as those used 25 years ago?	Usually	1	
	Frequently	2	
	Sometimes	4	
	Never	0	
	Not Applicable	1	
			8

*9 reported.

TABLE 59 (continued)

6. Has the discipline in the schools which your child attended been strict enough?	Usually	3	
	Frequently	1	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			8
7. Would you have liked for your child to have received more help from the school in solving whatever personal, social, and educational problems he faced?	Usually	3	
	Frequently	4	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			8
8. Have you been satisfied with the grading system?	Usually	4	
	Frequently	0	
	Sometimes	3	
	Never	2	
	Not Applicable	0	
			9
9. Have the schools helped your child in his ability to get along with other children?	Usually	4	
	Frequently	3	
	Sometimes	0	
	Never	1	
	Not Applicable	1	
			9
10. Do you feel that your child could have done the academic work required at his grade level if he had been given more help?	Usually	5	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			9
11. Have teachers and principals understood your child's problems?	Usually	2	
	Frequently	0	
	Sometimes	5	
	Never	2	
	Not Applicable	0	
			9

TABLE 59 (continued)

12.	Have schools presented to you a true picture of your child's performance?	Usually	3	
		Frequently	0	
		Sometimes	5	
		Never	0	
		Not Applicable	1	
				9
13.	Have you attended P. T. A., community meetings, and school programs?	Usually	3	
		Frequently	2	
		Sometimes	2	
		Never	1	
		Not Applicable	1	
				9
14.	Do you think promotion (grade advancement) has been fair to your child?	Usually	5	
		Frequently	1	
		Sometimes	1	
		Never	1	
		Not Applicable	1	
				9

TABLE 60

PARENTAL OPINION OF SCHOOLS SUBJECTS OF EXPERIMENTAL GROUP HAD ATTENDED 1957-1958 SCHOOL YEAR

Question	Evaluation	Number	Total
1. In general, have you been satisfied with the school your child has attended?	Usually	11	
	Frequently	5	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			17
2. In your opinion, have teachers helped your child as much as they should?	Usually	4	
	Frequently	8	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			17
3. Have you talked with teachers and principals about your child's progress this year?	Usually	6	
	Frequently	5	
	Sometimes	5	
	Never	1	
	Not Applicable	0	
			17
4. Have you felt welcome when you visited the school which your child is attending?	Usually	11	
	Frequently	3	
	Sometimes	1	
	Never	2	
	Not Applicable	0	
			17
5. Do you think the teaching methods in the school your child is attending are as good as those used 25 years ago?	Usually	6	
	Frequently	8	
	Sometimes	1	
	Never	2	
	Not Applicable	0	
			17

*17 reported.

TABLE 60 (continued)

6. Has the discipline in the school your child attends been strict enough?	Usually	6	
	Frequently	6	
	Sometimes	2	
	Never	3	
	Not Applicable	0	
			17
7. Would you have liked for your child to have received more help from the school in solving whatever personal, social, and educational problems he faced?	Usually	5	
	Frequently	6	
	Sometimes	6	
	Never	0	
	Not Applicable	0	
			17
8. Have you been satisfied with the grading system?	Usually	9	
	Frequently	5	
	Sometimes	1	
	Never	2	
	Not Applicable	0	
			17
9. Has the school helped your child in his ability to get along with other children?	Usually	10	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			16
10. Do you feel that your child could have done the academic work required at his grade level if he had been given more help?	Usually	4	
	Frequently	8	
	Sometimes	2	
	Never	2	
	Not Applicable	0	
			16
11. Have teachers and principals understood your child's problems?	Usually	6	
	Frequently	6	
	Sometimes	4	
	Never	1	
	Not Applicable	0	
			17

TABLE 60 (continued)

12. Has the school presented to you a true picture of your child's performance?	Usually	6	
	Frequently	4	
	Sometimes	4	
	Never	2	
	Not Applicable	1	
			17
13. Have you attended P. T. A., community meetings, and school programs?	Usually	4	
	Frequently	5	
	Sometimes	6	
	Never	1	
	Not Applicable	1	
			17
14. Do you think promotion (grade advancement) has been fair to your child?	Usually	11	
	Frequently	5	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			17

TABLE 61

PARENTAL OPINION OF SCHOOLS SUBJECTS OF CONTROL GROUP HAD ATTENDED 1957-1958 SCHOOL YEAR

Question	Evaluation	Number	Total
1. In general, have you been satisfied with the school your child has attended?	Usually	3	
	Frequently	3	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			9
2. In your opinion, have teachers helped your child as much as they should?	Usually	2	
	Frequently	4	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			9
3. Have you talked with teachers and principals about your child's progress this year?	Usually	2	
	Frequently	4	
	Sometimes	1	
	Never	2	
	Not Applicable	0	
			9
4. Have you felt welcome when you visited the school which your child is attending?	Usually	3	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			9
5. Do you think the teaching methods in the school your child is attending is as good as those used 25 years ago?	Usually	3	
	Frequently	3	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			9

---

*9 reported.

TABLE 61 (continued)

6. Has the discipline in the school your child attends been strict enough?	Usually	4	
	Frequently	2	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			9
7. Would you have liked for your child to have received more help from the school in solving whatever personal, social, and educational problems he faced?	Usually	3	
	Frequently	4	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			8
8. Have you been satisfied with the grading system?	Usually	4	
	Frequently	1	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			9
9. Has the school helped your child in his ability to get along with other children?	Usually	3	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			9
10. Do you feel that your child could have done the academic work required at his grade level if he had been given more help?	Usually	6	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			9
11. Have teachers and principals understood your child's problems?	Usually	1	
	Frequently	4	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			9
12. Has the school presented to you a true pictures of your child's performance?	Usually	1	
	Frequently	3	
	Sometimes	4	
	Never	0	
	Not Applicable	0	
			8

TABLE 61 (continued)

13.	Have you attended P.T.A., community meetings, and school programs?	Usually	1	
		Frequently	2	
		Sometimes	3	
		Never	1	
		Not Applicable	2	
				9
14.	Do you think promotion (grade advancement) has been fair to your child?	Usually	6	
		Frequently	1	
		Sometimes	2	
		Never	0	
		Not Applicable	0	
				9

TABLE 62

PARENTAL OPINION OF SCHOOLS SUBJECTS OF EXPERIMENTAL GROUP HAD ATTENDED 1958-1959 SCHOOL YEAR*

Question	Evaluation	Number	Total
1. In general, have you been satisfied with the school your child has attended?	Usually	12	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			16
2. In your opinion, have teachers helped your child as much as they should?	Usually	7	
	Frequently	6	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			16
3. Have you talked with teachers and principals about your child's progress this year?	Usually	6	
	Frequently	3	
	Sometimes	4	
	Never	3	
	Not Applicable	0	
			16
4. Have you felt welcome when you visited the school your child is attending?	Usually	11	
	Frequently	2	
	Sometimes	1	
	Never	0	
	Not Applicable	1	
			15
5. Do you think the teaching methods in the school your child is attending are as good as those used 25 years ago?	Usually	10	
	Frequently	2	
	Sometimes	1	
	Never	2	
	Not Applicable	0	
			15

*16 reported.

TABLE 62 (continued)

6. Has the discipline in the school your child attends been strict enough?	Usually	10	
	Frequently	3	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			15
7. Would you have liked for your child to have received more help from the school in solving whatever personal, social, and educational problems he faced?	Usually	5	
	Frequently	4	
	Sometimes	6	
	Never	1	
	Not Applicable	0	
			16
8. Have you been satisfied with the grading system?	Usually	9	
	Frequently	2	
	Sometimes	4	
	Never	0	
	Not Applicable	1	
			16
9. Has the school helped your child in his ability to get along with other children?	Usually	12	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			16
10. Do you feel that your child could have done the academic work required at his grade level if he had been given more help?	Usually	4	
	Frequently	5	
	Sometimes	3	
	Never	3	
	Not Applicable	1	
			16
11. Have teachers and principals understood your child's problems?	Usually	9	
	Frequently	4	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			15

TABLE 62 (continued)

12. Has the school presented to you a true picture of your child's performance?	Usually	10	
	Frequently	0	
	Sometimes	3	
	Never	3	
	Not Applicable	0	
			16
13. Have you attended P. T. A., community meetings, and school programs?	Usually	5	
	Frequently	3	
	Sometimes	5	
	Never	3	
	Not Applicable	0	
			16
14. Do you think promotion (grade advancement) has been fair to your child?	Usually	12	
	Frequently	3	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			15

TABLE 63

PARENTAL OPINION OF SCHOOLS SUBJECTS OF CONTROL GROUP HAD ATTENDED 1958-1959 SCHOOL YEAR*

Question	Evaluation	Number	Total
1. In general, have you been satisfied with the school your child has attended?	Usually	6	
	Frequently	1	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			9
2. In your opinion, have teachers helped your child as much as they should?	Usually	4	
	Frequently	2	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			8
3. Have you talked with teachers and principals about your child's progress this year?	Usually	1	
	Frequently	3	
	Sometimes	2	
	Never	2	
	Not Applicable	0	
			9
4. Have you felt welcome when you visited the school your child is attending?	Usually	6	
	Frequently	0	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			8
5. Do you think the teaching methods in the school your child is attending are as good as those used 25 years ago?	Usually	5	
	Frequently	0	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			8

*9 reported.

TABLE 63 (continued)

6. Has the discipline in the school your child attends been strict enough?	Usually	6	
	Frequently	1	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			9
7. Would you have liked for your child to have received more help from the school in solving whatever personal, social, and educational problems he faced?	Usually	4	
	Frequently	1	
	Sometimes	3	
	Never	0	
	Not Applicable	0	
			8
8. Have you been satisfied with the grading system?	Usually	7	
	Frequently	0	
	Sometimes	2	
	Never	0	
	Not Applicable	0	
			9
9. Has the school helped your child in his ability to get along with other children?	Usually	4	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			8
10. Do you feel that your child could have done the academic work required at his grade level if he had been given more help?	Usually	5	
	Frequently	3	
	Sometimes	0	
	Never	0	
	Not Applicable	0	
			8
11. Have teachers and principals understood your child's problems?	Usually	2	
	Frequently	2	
	Sometimes	3	
	Never	1	
	Not Applicable	0	
			8

TABLE 63 (continued)

12. Has the school presented to you a true picture of your child's performance?	Usually	2	
	Frequently	2	
	Sometimes	2	
	Never	1	
	Not Applicable	0	
			7
13. Have you attended P.T.A., community meetings, and school programs?	Usually	0	
	Frequently	1	
	Sometimes	4	
	Never	2	
	Not Applicable	1	
			8
14. Do you think promotion (grade advancement) has been fair to your child?	Usually	5	
	Frequently	3	
	Sometimes	1	
	Never	0	
	Not Applicable	0	
			9

TABLE 64

TEACHER OPINION OF CONSULTANT PLAN*
SPRING OF 1958

Question	Evaluation	Number	Total
1. Has it helped you to know that the child listed above is educable mentally retarded?	Yes	15	
	No	0	
	Undecided	3	
			18
2. Has it helped you to know the results of an individual psychological evaluation for this child?	Yes	14	
	No	0	
	Undecided	4	
			18
3. Has it helped you to talk with a consultant to know what type educational planning has value for the retarded child enrolled in your class?	Yes	16	
	No	0	
	Undecided	2	
			18
4. Have you found the suggestions for preparing materials for individual instruction for this child valuable?	Yes	13	
	No	2	
	Undecided	3	
			18
5. Were you able to find opportunities to use the suggestions given by the consultant?	Yes	15	
	No	0	
	Undecided	3	
			18
6. Were the suggestions given appropriate for the retarded child enrolled in your room?	Yes	18	
	No	0	
	Undecided	0	
			18

*18 reported.

TABLE 64 (continued)

7. Did you receive enough help from the consultant in planning specific aids for the child's individual lessons?	Yes	9	
	No	2	
	Undecided	7	
			18
8. Do you think the consultant should observe the child in classroom setting while the classroom teacher is teaching?	Yes	10	
	No	1	
	Undecided	7	
			18
9. Do you feel that the consultant should prepare individual assignments for the child as well as give you suggestions?	Yes	12	
	No	4	
	Undecided	2	
			18
10. Do you feel that the consultant should work with the retarded child while visiting the school?	Yes	10	
	No	3	
	Undecided	5	
			18
11. Do you feel that educable retarded children enrolled in regular classrooms should be given individual assignments as suggested by the consultant rather than attempting to grasp work of the regular grade in which they are enrolled?	Yes	12	
	No	3	
	Undecided	3	
			18
12. Do you feel that it is possible for the classroom teacher to prepare individual assignments for an educable mentally retarded child in the regular classroom?	Yes	7	
	No	7	
	Undecided	4	
			18
13. Do you feel that planning for the retarded child has helped you to have a better understanding of the learning problems of other children enrolled in your classroom?	Yes	15	
	No	0	
	Undecided	3	
			18

TABLE 64 (continued)

14. Do you feel that the educable mentally retarded child enrolled in your classroom has the potential to support himself as an adult?	Yes	14	
	No	2	
	Undecided	2	
			18

TABLE 65

TEACHER OPINION OF CONSULTANT PLAN*
SPRING OF 1959

Question	Evaluation	Number	Total
1. Has it helped you to know that the child listed above is educable mentally retarded?	Yes	17	
	No	0	
	Undecided	2	
			19
2. Has it helped you to know the results of an individual psychological evaluation for this child?	Yes	14	
	No	0	
	Undecided	5	
			19
3. Has it helped you to talk with a consultant to know what type educational planning has value for the retarded child enrolled in your class?	Yes	18	
	No	0	
	Undecided	1	
			19
4. Have you found the suggestions for preparing materials for individual instruction for this child valuable?	Yes	17	
	No	0	
	Undecided	2	
			19
5. Were you able to find opportunities to use the suggestions given by the consultant?	Yes	17	
	No	1	
	Undecided	1	
			19
6. Were the suggestions given appropriate for the retarded child enrolled in your room?	Yes	18	
	No	0	
	Undecided	1	
			19

*19 reported.

6

TABLE 65 (continued)

7. Did you receive enough help from the consultant in planning specific aids for the child's individual lessons?	Yes	10	
	No	7	
	Undecided	2	
			19
8. Do you think the consultant should observe the child in classroom setting while the classroom teacher is teaching?	Yes	6	
	No	6	
	Undecided	6	
			18
9. Do you feel that the consultant should prepare individual assignments for the child as well as give you suggestions?	Yes	11	
	No	7	
	Undecided	1	
			19
10. Do you feel that the consultant should work with the retarded child while visiting the school?	Yes	14	
	No	3	
	Undecided	2	
			19
11. Do you feel that educable retarded children enrolled in regular classrooms should be given individual assignments as suggested by the consultant rather than attempting to grasp work of the regular grade in which they are enrolled?	Yes	18	
	No	1	
	Undecided	0	
			19
12. Do you feel that it is possible for the classroom teacher to prepare individual assignments for an educable mentally retarded child in the regular classroom?	Yes	12	
	No	5	
	Undecided	2	
			19
13. Do you feel that planning for the retarded child has helped you to have a better understanding of the learning problems of other children enrolled in your classroom?	Yes	11	
	No	5	
	Undecided	3	
			19

TABLE 65 (continued)

14. Do you feel that the educable mentally retarded child enrolled in your classroom has the potential to support himself as an adult?	Yes No Undecided	10 4 5